DOCUMENT RESUME

ED 100 258 HE 006 159

TITLE	Hearings Before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives. Ninety-third Congress, First Session on H.R. 1144, H.R. 2994, H.R. 7261, H.R. 9065, H.R. 9960, H.R. 10027, H.R. 11658, and S. 1418. Bills to Provide Grants to Eisenhower College, Deganawidah-Quetzalcoatl University, the Sam Rayburn Library, the Winston Churchill Memorial Library, and the Hoover Institution on War, Revolution, and Peace.
INSTITUTION	Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE	74
NOTE	148p.; Hearings held in Washington, D.C., December 3, 10, and 12, 1973
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	Colleges; Educational Finance; *Federal Aid; *Government Role; *Grants; *Higher Education; *Investigations; Libraries; Special Libraries
IDENTIFIERS	Deganawidah Quetzalcoatl University; *Eisenhower College; Hoover Institution on War Revolution and Peace; Sam Rayburn Library; Winston Churchill Library

ABSTRACT

This document presents hearings before the special subcommittee on Education of the Committee on Education and Labor, House of Representatives, 93rd Congress concerning the provision of grants to Eisenhower College, Deganawidah-Quetzalcoatl University, the Sam Rayburn Library, the Winston Churchill Library, and the Hoover Institute on War, Revolution and Peace. Hearings held in Washington, D.C., the texts of bills, statements, letters and supplemental material are presented. (MJM)

ED100258

GRANTS TO INDIVIDUAL COLLEGES AND LIBRARIES

BEST COPY AVAILABLE

HEARINGS

BEFORE THE

SPECIAL SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-THIRD CONGRESS

FIRST SESSION

ON

H.R. 1144, H.R. 2994, H,R. 7261, H.R. 9065, H.R. 9960, H.R. 10027, H.R. 11658, and S. 1418

BILLS TO PROVIDE GRANTS TO EISENHOWER COLLEGE, DEGANAWIDAH-QUETZALCOATL UNIVERSITY, THE SAM RAYBURN LIBRARY, THE WINSTON CHURCHILL MEMORIAL LIBRARY, AND THE HOOVER INSTITUTION ON WAR, REVOLUTION, AND PEACE

HEARINGS HELD IN WASHINGTON, D.C.,
DECEMBER 3, 10, AND 12, 1973

Printed for the use of the Committee on Education and Labor
CARL D. PERKINS, *Chairman*

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE006159

U.S. GOVERNMENT PRINTING OFFICE
22-688
WASHINGTON : 1974

[illegible]

COMMITTEE ON EDUCATION AND LABOR

CARL D. PERKINS, Kentucky, *Chairman*

FRANK THOMPSON, Jr., New Jersey
JOHN H. DENT, Pennsylvania
DOMINICK V. DANIELS, New Jersey
JOHN BRADEMAS, Indiana
JAMES G. O'HARA, Michigan
AUGUSTUS F. HAWKINS, California
WILLIAM D. FORD, Michigan
PATSY T. MINK, Hawaii
LLOYD MEEDS, Washington
PHILLIP BURTON, California
JOSEPH M. GAYDOS, Pennsylvania
WILLIAM "BILL" CLAY, Missouri
SHIRLEY CHISHOLM, New York
MARIO BIAGGI, New York
ELLA T. GRASSO, Connecticut
ROMANO L. MAZZOLI, Kentucky
HERMAN BADILLO, New York
IKE ANDREWS, North Carolina
WILLIAM LEHMAN, Florida
JAIME BENITEZ, Puerto Rico

ALBERT H. QUIE, Minnesota
JOHN M. ASHBROOK, Ohio
ALPHONZO BELL, California
JOHN N. ERLENBORN, Illinois
JOHN DELLENBACK, Oregon
MARVIN L. ESCH, Michigan
EDWIN D. ESHLEMAN, Pennsylvania
WILLIAM A. STEIGER, Wisconsin
EARL F. LANDGREBE, Indiana
ORVAL HANSEN, Idaho
EDWIN B. FORSYTHE, New Jersey
JACK F. KEMP, New York
PETER A. PEYSER, New York
DAVID TOWELL, Nevada
RONALD A. SARASIN, Connecticut
ROBERT J. HUBER, Michigan

SPECIAL SUBCOMMITTEE ON EDUCATION

JAMES G. O'HARA, Michigan, *Chairman*

MARIO BIAGGI, New York
PHILLIP BURTON, California
JOHN BRADEMAS, Indiana
JOSEPH M. GAYDOS, Pennsylvania
IKE ANDREWS, North Carolina
WILLIAM LEHMAN, Florida
JAIME BENITEZ, Puerto Rico

JOHN DELLENBACK, Oregon
JOHN N. ERLENBORN, Illinois
MARVIN L. ESCH, Michigan
JACK F. KEMP, New York
ROBERT J. HUBER, Michigan

CONTENTS

Page

Hearings held in Washington, D.C.:

December 3, 1973 ... 1
December 10, 1973 ... 91
December 12, 1973 ... 113

Texts of bills:

H.R. 1144 ... 91
H.R. 2994 ... 22
H.R. 7261 ... 22
H.R. 9065 ... 2
H.R. 9960 ... 2
H.R. 10027 ... 2
H.R. 11658 ... 3
S. 1418 ... 113

Statement of—

Campbell, Dr. Glenn, director, Hoover Institution on War, Revolution and Peace ... 119
Hatfield, Hon. Mark, a U.S. Senator from the State of Oregon ... 115
Hungate, Hon. William L., a Representative in Congress from the State of Missouri ... 23
Johnson, Hon. Harold T. (Bizz,) a Representative in Congress from the State of California ... 110
Pepper, Hon. Claude, a Representative in Congress from the State of Florida ... 32
Purcell, Dr. Dale, president, Westminster College, accompanied by Dr. William Parrish, dean ... 24
Quevedo, Henry A., president, Deganawidah-Quetzalcoatl University ... 96
Risling, David, Jr., chairman of the board of trustees, Deganawidah-Quetzalcoatl University ... 94
Rosenkrans, Dr. John, president, Eisenhower College, accompanied by Mrs. Suzanne Welch Lynch, summa cum laude graduate, charter class of Eisenhower College; and Dr. James T. Campbell, director, Division of Humanities, professor of philosophy, Eisenhower College ... 5
Roybal, Hon. Edward R., a Representative in Congress from the State of California ... 92
Symington, Hon. James W., a Representative in Congress from the State of Missouri ... 23
Thornton, Hon. Ray, a Representative in Congress from the State of Arkansas ... 33
Waldie, Hon. Jerome R., a Representative in Congress from the State of California ... 111
Wylie, Hon. Chalmers P., a Representative in Congress from the State of Ohio ... 4

Prepared statements, letters, supplemental material, etc.:

Brademas, Hon. John, a Representative in Congress from the State of Indiana, letter to Chairman O'Hara, dated May 9, 1973 ... 86
Burkhardt, Frederick H., chairman, National Commission on Libraries and Information Science, letter to Chairman O'Hara, dated January 14, 1974 ... 87

Campbell, Dr. Glenn, director, Hoover Institution on War, Revolution and Peace:

Letter to Chairman O'Hara, dated January 9, 1974 ... 134
Letter to Chairman Perkins, dated December 3, 1973 ... 125
Testimonials from Scholars on the Collections of the Hoover Institution ... 121

Prepared statements, letters, supplemental material—Continued — Page
Galdis, Hon. Michael, mayor, Village of Seneca Falls, letter to Chairman O'Hara, dated December 18, 1973 — 86
Hungate, Hon. William L., a Representative in Congress from the State of Missouri, letter to Chairman Perkins, dated September 18, 1973 — 87
Kaupinen, Assistant Administrator, General Services Administration:
  Letter to Chairman O'Hara, dated February 22, 1974 — 138
  "The Dwight D. Eisenhower Library," a document — 142
  "The Franklin D. Roosevelt Library," a document — 140
  "The Harry S Truman Library," a document — 141
  "The Herbert Hoover Library," a document — 139
  "The John Fitzgerald Kennedy Library," a document — 143
  "The Lyndon Baines Johnson Library," a document — 144
  "The Making of a Presidential Library," an article — 139
Purcell, Dr. Dale, president, Westminster College, Fulton, Mo.:
  Expanded summary of costs (table) — 28
  Letter to Chairman O'Hara, dated December 10, 1973 — 88
  Letter to Congressman Hungate, dated December 20, 1973 — 89
  Summary of costs (table) — 28
  Winston Churchill Memorial and Library in the United States:
    Board of Governors — 29
    Churchill Fellows — 29
    Lower Level—Library and Museum Plan (chart) — 32
    Members of the Board of Trustees 1973–74 — 29
Quevedo, Henry A., president, Deganawidah-Quetzalcoatl University:
  House Resolution No. 17, Assembly, California Legislature, 1973–74 — 106
  Lee, Hector H., professor of English, California State College, Sonoma; Jose Fernandez, counselor, Sacramento City College, and Harry D. Wiser, executive director, Accrediting Commission for Junior Colleges, letter from — 107
  Nava, Dr. Julian, member, Los Angeles Board of Education, letter to subcommittee, dated December 10, 1973 — 104
  Resolution of the Senate Rules Committee, the Senate, California Legislature — 104
  Resolution No. 73-1, county of Winters, Calif — 105
  Resolution No. 73-28, county of Yolo, State of California — 104
  Resolution No. 1100, Series 197, city of Davis, Calif — 105
Rhodes, Hon. James B., Archivist of the United States, letter from Chairman O'Hara, dated January 10, 1974 — 137
Rosenkrans, Dr. John, president, Eisenhower College, Seneca Falls, N.Y.:
  Appendix A.—Testimony of — 56
  Appendix B.—Enrollment projections (table) — 58
  Appendix C.—Commentaries on Critical Periods and Issues — 67
  Appendix D.—The Eisenhower Conversations on World Affairs — 67
  Appendix E.—Use of Eisenhower Library Resources — 68
  Appendix F.—Quote from testimony by Mrs. Mamie Doud Eisenhower — 68
  Appendix G.—Quotes from testimony of Dr. Milton S. Eisenhower — 68
  Appendix H.—Quote from testimony of Ambassador John S. D. Eisenhower — 69
  Appendix I.—Quote from testimony of Gen. Lauris Norstad — 69
  Appendix J.—Quote from testimony of George Meany — 71
  Appendix K.—Quotes from testimony of Hon. Robert B. Anderson — 72
  "Eisenhower College—Bringing the World to Seneca Falls," a magazine article — 83
  "Faculty Backgrounds Reflecting International Orientation," biographies — 72
  Financial statements for the year ending June 30, 1973, and accountants' report (tables) — 75
  Financial statistics as of February 18, 1974 (table) — 82
  "Five Years Later," a report — 58
  Prepared statement of — 50
  Statement re: Affiliation of Eisenhower College and the Samuel Rayburn Library of Bonham, Tex — 8

GRANTS TO INDIVIDUAL COLLEGES AND LIBRARIES

MONDAY, DECEMBER 3, 1973

House of Representatives,
Special Subcommittee on Education
of the Committee on Education and Labor,
Washington, D.C.

The subcommittee met at 10:10 a.m., pursuant to notice in room 2257 Rayburn House Office Building, Hon. James G. O'Hara (chairman of the subcommittee) presiding.

Subcommittee members present: Representatives O'Hara, Biaggi, Lehman, Erlenborn, and Huber.

Other members present: Representatives Pepper, Hungate, Symington, Thornton, and Wylie.

Staff members present: Jim Harrison, director; A. C. Franklin, counsel; Elnora Teets, clerk; and Robert Andringa, minority staff director.

Mr. O'Hara. The Special Subcommittee on Education of the House Committee on Education and Labor will come to order.

Our hearings this morning will provide the subcommittee with an opportunity to take testimony on several pieces of legislation designed to provide grants to three specific institutions—institutions which are living memorials to three giant figures of our times—Dwight D. Eisenhower, Winston Churchill, and Sam Rayburn.

We will open with testimony on several bills to provide assistance to Eisenhower College, in Seneca Falls, N.Y., and the Rayburn Library at Bonham, Tex.

Eisenhower College received an earlier Treasury grant of $5 million, under the terms of Public Law 90-563, for construction, rehabilitation and repair of academic facilities.

[Text of Public Law 90–563 follows:]

[Public Law 90-563, 90th Congress, H.R. 19831]

AN ACT To provide funds on behalf of a grateful nation in honor of Dwight David Eisenhower, thirty-fourth President of the United States, to be used in support of construction of educational facilities at Eisenhower College, Seneca Falls, New York, as a distinguished and permanent living memorial to his life and deeds

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury shall make grants to Eisenhower College of Seneca Falls, New York. Such grants shall be made on condition that the funds so granted will be used for the construction of educational facilities at such college, for the equipment for such facilities and for the repair, renovation and rehabilitation thereof (but not for routine and ordinary maintenance).

Sec. 2. There is hereby authorized to be appropriated to the Secretary of the Treasury for making grants under this Act, amounts which in the aggregate will not exceed gifts, bequests, and devises, of money, securities, and other property, made to Eisenhower College after the date of enactment of this Act, except that the aggregate amount so appropriated shall not exceed $5,000,000. Funds appropriated under this Act shall remain available until expended.

Approved October 12, 1968.

Mr. O'Hara. H.R. 9065, by Mrs. Sullivan, would authorize an additional $2,500,000 for that purpose, and would provide $250,000 for the establishment and maintenance of an Eisenhower Study Center at the Rayburn Library in Bonham.

H.R. 9960, by Mr. Wylie, for himself and 24 other Members, would grant $4,500,000 to Eisenhower College, and $500,000 to the Rayburn Library.

H.R. 10027, by Mr. Walsh and four other Members, would provide an additional $10 million for the Eisenhower College.

H.R. 11658, by Mr. Biaggi, for himself and Mr. Esch, would authorize the Secretary of the Treasury to make grants to Eisenhower College and the Rayburn Library.

Without objection these bills will be printed at this point in the record.

[Texts of H.R. 9065, H.R. 9960, H.R. 10027, and H.R. 11658 follows:]

[H.R. 9065, 93d Cong., 1st sess.]

A BILL To amend the Act of October 12, 1968, to increase from $5,000,000 to $7,500,000 the amount authorized for grants to Eisenhower College, Seneca Falls, New York, and to provide authorization for grants to the Samuel Rayburn Library, Bonham, Texas, for establishment and maintenance of a Dwight D. Eisenhower Study Center

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 2 of the Act of October 12, 1968 (Public Law 90-563), authorizing grants to Eisenhower College, Seneca Falls, New York, is amended by striking out "$5,000,000" and inserting in lieu thereof "$7,500,000".

Sec. 2. Such Act is further amended by adding at the end thereof the following new section:

"Sec. 3. There is authorized to be appropriated to the Secretary of the Treasury an additional amount of $250,000, to remain available until expended, for the purpose of making grants under this Act to the Samuel Rayburn Library, Bonham, Texas, for the establishment and maintenance of a Dwight D. Eisenhower Study Center. The Center shall make special provisions for collegiate study opportunities in legislative practices and policies for students of political science attending Eisenhower College or other institutions of higher education.".

[H.R. 9960, 93d Cong., 1st sess.]

A BILL To authorize the Secretary of the Treasury to make grants to Eisenhower College and the Rayburn Library

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury is authorized to make, in the fiscal year ending June 30, 1974, a grant of $4,500,000 to Eisenhower College in Seneca Falls, New York, and $500,000 to the Rayburn Library in Bonham, Texas.

[H.R. 10027, 93d Cong., 1st sess.]

A BILL To amend the Act of October 12, 1968, to increase from $5,000,000 to $15,000,000 the amount authorized for grants to Eisenhower College, Seneca Falls, New York

Be it enacted by the Senate and House of Representatives of United States of America in Congress assembled, That section 2 of the Act of October 12, 1968 (Public Law 90-563), authorizing grants to Eisenhower College, Seneca Falls, New York, is amended by striking out "$5,000,000" and inserting in lieu thereof "$15,000,000".

[H.R. 11658, 93d Cong., 1st sess.]

A BILL To authorize the Secretary of the Treasury to make grants to Eisenhower College and the Rayburn Library

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury is authorized to make, in the fiscal year ending June 30, 1974, a grant of $10,000,000 to Eisenhower College in Seneca Falls, New York, and $1,000,000 to the Rayburn Library in Bonham, Texas.

Mr. O'HARA. The universal desire to honor these three towering figures can hardly be questioned.

As the commanding general of the most enormous multinational army ever gathered under one command, as president of one of our truly great institutions of higher education, and as President of the United States, Dwight D. Eisenhower created for himself a very special niche in the hearts of all his countrymen.

It is even harder to particularize Winston Churchill's claims to greatness. Author, soldier, incomparable orator and courageous Prime Minister of a country—and leader of a world—under siege, Winston Churchill seems to have done everything at one time or another. But today, he is particularly memorable as one of the English-speaking world's two or three great legislators.

Another great Parliamentarian was Sam Rayburn, Speaker of this great House, whom these bills also seek to memorialize.

So we are not here today to discuss whether or not Eisenhower, Churchill, and Rayburn deserve memorialization.

What I have asked today's witnesses to do is to come before us and to explain why the particular institutions they direct should be singled out for the receipt of Federal funds at a time when colleges and libraries generally are being singled out by the administration as objects of "economy."

I have asked that they tell us the ways in which the Eisenhower College and these two libraries are unique in terms of the programs they offer.

Our first witness will be Dr. John Rosenkrans, president of Eisenhower College, accompanied by Mrs. Suzanne Lynch, graduate of Eisenhower College in the charter class of 1972, and Dr. James I. Campbell, professor of philosophy and director of the division of humanities at Eisenhower College.

Would you please step forward and take your places at the witness table.

Mr. Biaggi, would you like to offer some observation at this point?

Mr. BIAGGI. I have a statement.

Mr. Chairman, I want to speak very briefly on behalf of the request of the Dwight D. Eisenhower College for further funds in order to permit it to continue in operation.

First, I know you will hear from President Rosenkrans on the achievements of the college in the testimony he is about to give. It is the substance of this testimony which has prompted by support for the college's request.

The world studies program, which is the heart of its liberal arts curriculum of general education, is a most impressive and unusual one. The novel approach of this program and its striking results make this college a leader in the long-needed private reform of American college curriculum. I think we are entitled to look upon it as in the nature of an experiment of a very significant nature.

As President Rosenkrans will point out, one of the major factors which has made the world studies program possible to implement is that there existed no entrenched program to resist the innovations. This means the Eisenhower experiment will not soon or easily be duplicated elsewhere if the college is allowed to fail.

Finally, of course, this college is the living memorial—one of the finest to a public figure ever—to the great 34th President of the United States. We would do at least as much to maintain a granite building. We cannot do less for Eisenhower College.

Mr. O'Hara. The Chair recognizes the gentleman from Ohio, Mr. Wylie, who wishes to make a statement in support of H.R. 9960.

STATEMENT OF HON. CHALMERS P. WYLIE, A REPRFSENTATIVE IN CONGRESS FROM THE STATE OF OHIO

Mr. Wylie. Following Banking and Currency hearings and previous House action, I introduced H.R. 9960 to authorize a $4.5 million grant to Eisenhower College in Seneca Falls, N.Y., and $500,000 to the Rayburn Library in Bonham, Tex. I introduced this bill as an alternative to S. 1264 which I opposed. My opposition stemmed from the open-ended financial authorizations contained in S. 1264. Said bill provided for an allocation of $1 from the sale of each Eisenhower proof dollar to go to the Eisenhower College with a clandestine arrangement for one-tenth of that collected to go to the Rayburn Library. H.R. 9960 is a straightforward one-time grant.

H.R. 9960 will serve one of the finest, noblest objectives of this Republic to aid, foster, and promote the education of our youth. In serving that objective it will also honor two of the most respected men this country has produced in nearly 200 years of national existence—Dwight David Eisenhower and Sam Rayburn. It will honor President Eisenhower and Speaker Rayburn in a manner which would have pleased them more than anything we could do—by providing support to the educational institutions they selected during their lifetimes as their living memorials.

The bulk of this support will go to the Eisenhower College in Seneca Falls, N.Y., with a substantial share going to the Sam Rayburn Library in Bonham, Tex., which contains all the official papers of a great legislator who served as Speaker longer than any man in our history.

It is particularly fitting that President Eisenhower and Speaker Rayburn be jointly remembered and honored in this legislation. General Eisenhower was born in Dennison, Tex. Speaker Rayburn lived from infancy in Fannin County, Tex., which is near where President Eisenhower was born. These two great men with their roots firmly in the small towns of America grew up to lead this country as contemporaries through some of our greatest crises and glorious achievements.

I did not have the privilege of serving in the House while Sam Rayburn was Speaker; but, I have a memory of Gen. Dwight Eisenhower which will remain with me throughout life. It stems from an incident which took place while the 30th Infantry Division, of which I was a member, was moving into place along the Rhine River for a first ever night assault during World War II. Not only was the assault to be made at night; but, it was to be our first river crossing. We were trudging along rather disconsolately not knowing what was in store, when an Army staff car came to a stop alongside where I was walking. The door came open and out stepped General Eisenhower who immediately thrust out his hand and said "Hi, soldier." I was taken back and on the spur of the moment said something like "General, you shouldn't be here." Of course, I was apprehensive for his safety; but, the effect of his appearance on the troops was electric. The morale rose immediately. So, I am for the perpetration of the memory of this great man for whom I felt a close personal relationship. I believe the Eisenhower College is a suitable memorial to Dwight Eisenhower and deserves appropriate support from the Congress as does the Rayburn Library. I have long admired General Eisenhower for his adherence to high principles, morality, and his dedication to his country. It was his dream that this college should advance these ideals and I would see that dream realized.

Mr. O'Hara. Thank you, Mr. Wylie.

Dr. Rosenkrans, would you like to introduce yourself and those accompanying you and give the subcommittee the benefit of your views on the bills before us.

STATEMENT OF DR. JOHN ROSENKRANS, PRESIDENT, EISENHOWER COLLEGE; ACCOMPANIED BY MRS. SUZANNE WELCH LYNCH, SUMMA CUM LAUDE GRADUATE, CHARTER CLASS OF EISENHOWER COLLEGE, AND DR. JAMES I. CAMPBELL, DIRECTOR, DIVISION OF HUMANITIES, PROFESSOR OF PHILOSOPHY, EISENHOWER COLLEGE

Dr. Rosenkrans. Thank you, Mr. Chairman and members of the committee.

On my left is Mrs. Suzanne Welch Lynch, top student in our charter class of 1972 and on her left, Dr. James Campbell, professor of philosophy at Eisenhower College.

Their comments will be the most authentic available about Eisenhower College. They will report to you about the teaching and learning aspects of the college.

Earlier I submitted to each of you a copy of our recently printed 5-year report. In the past few days I have filed copies of more extensive testimony in support of legislation which aims to sustain the national memorial to Dwight David Eisenhower.

Mrs. Lynch, Professor Campbell, and I represent 25 trustees, 70 members of the administration and faculty, 200 alumni, 760 students and tens of thousands of donors who have shared in fulfilling the dual mission of Eisenhower College: First, as the national living memorial to the 34th President of the United States and, second, to offer a demanding and distinctive undergraduate education in the liberal arts with emphasis on international studies. These academic characteristics were subscribed to by General Eisenhower in meetings with the founders of the college beginning over 10 years ago.

First I wish to record that the many achievements of Eisenhower College would not have been possible without the decision of this committee in the 90th Congress to recommend legislation which was passed by the Congress and approved by President Johnson.

That decision recognized that the college. was the memorial which President Eisenhower preferred. President Johnson personally communicated to him at Walter Reed Hospital the action of the Congress and told him of his great satisfaction in signing the bill. Indeed, President Johnson knew how much it meant to the general that his college be given aid in this way, even though he would never think of asking for support of his memorial.

General Eisenhower's numerous acts of commitment to Eisenhower College and belief in its people and program are recorded in my filed testimony along with corroborating quotas from his family and others—all endorsing the manner in which the memorial is being fulfilled.

Of all his many acts of commitment, two were unusually dramatic: In 1967, following a successful exhibition of his paintings and memorabilia in New York City, for the benefit of Eisenhower College, he consented to the sale of reproductions of his paintings. In modesty he had belittled the quality of his paintings but agreed "only if it can help the college."

One of his last decisions, in fact during the last 10 days of his life, was to turn over his "Atoms for Peace" prize of $50,000 to the college.

We have come, I believe, a long way from the need to prove that this college was his wish as a memorial. Consequently, I'm sure you are more interested in results and the prospects for the future.

In summary, and I have covered this more fully in my 5-year report and my filed testimony, here is some of what has been achieved in 5 years, thanks so much to private philanthropy and the legislation adopted by the 90th Congress:

Eisenhower College has:

A. Attracted an outstanding faculty whose career goal is to teach undergraduates.

B. Built a campus valued at $19 million.

C. Created a distinctive, quality academic program.

D. Enrolled students from over 44 States and 20 foreign countries.

E. Achieved a growing national reputation.

F. Earned full accreditation in the shortest possible time.

G. Enlisted the gift support of tens of thousands.

H. Graduated two classes.

I. Operated "in the black" for the first 4 years.

J. Won the approval of the family, friends, and countless admirers of General Eisenhower, as well as educational leaders.

The most important of these achievements, to General Eisenhower and to us, is the special quality of the academic program.

Mrs. Lynch and Dr. Campbell will offer their judgment on this. Included in the text of my filed testimony are the comments of two other graduates of the college and appendix A to that testimony is a signed statement by the current Eisenhower College Student Senate. Their comments on the Eisenhower student experience are truly representative.

In the material previously submitted, you have evidence of the splendid academic progress of our students; there is evidence there, too, of the fine placement of our graduates in major banks, corporations, service and governmental agencies as well as in over 30 distinguished graduate and professional schools.

May I suggest, because General Eisenhower is a towering figure in American and world history, that his living memorial, in existence for only 5 years, is already a part of history as well as a prominent part of the ongoing American scene. We have a responsibility to go forward to perpetuate Eisenhower College, earning respect as an outstanding college and, thereby, keeping alive the incomparable respect that he earned during his lifetime.

This would be a proud moment for all of us if I were reporting to you, as an accomplished final achievement, the completion of the financing of Eisenhower College. That isn't the case, yet, we believe—that more has been accomplished than anyone could have expected in such a short time. True enough, we have had success in achieving what President Eisenhower thought might take a decade or more, but we can go beyond his expectations if we can live through the first decade.

Indeed, we now face a crisis, even a question of survival. Despite our achievements, today we face failure because we lack money—a lack that cannot in a dollar economy be filled by wealth in scholarship or spirit. We have few alumni to whom we can go. We have no private wealth committed to our support. We have found willing donors by the thousands but most are not able to give other than in nominal dimension. But, over the years they have given $9 million to build this college, a level of private giving to a memorial which would be almost impossible to duplicate.

Although these friends, throughout the country, and from other countries are being appealed to again now, I must say, that it hardly seems possible to raise the essential millions we need right now, given the attitude of prospective major donors as they question the uncertain future of the college. Even if we raised our immediate goals in the next few months, Eisenhower College would have just caught up with the past and still would face an annual operating deficit exceeding $400,000 with no one to turn to for new gifts.

So I appear before you today, facing the reality of the college's financial imperatives, to propose that a grant of a minimum of $10 million be made to Eisenhower College.

My submitted testimony, details how that sum, in the judgment of the trustees, would be best allocated in meeting our immediate needs and in providing for the future. I link the present and the future in this appeal for assurance of long-range viability is fundamental to the concept of a living memorial. We propose to pay off short-term obligations, which would reduce our annual operating deficit by $305,610. The balance of the proposed grant, over $6 million, would be established as endowment, the annual income on which would insure the survival of Eisenhower College, including a number of beneficial results which I have detailed in my filed testimony.

We now have no choice, in order to fulfill our pledge to General Eisenhower, but to ask each of you to see this college in its larger, national function. This is not special pleading for just another college which might not deserve to live; our request is based on proof that this highly respected living memorial to the 34th President of the United States has been established and deserves the respect of all Americans.

In response to a question before this committee in 1968, I stated that the college would not return to the Congress for funds beyond those granted by the 90th Congress. I submit that that assurance was given by me in good faith. My belief had been that we would not need to return. All of us would prefer that it wasn't necessary, but this testimony today, I hope, demonstrates that this new request is unavoidable if Eisenhower College is to be assured financial viability, immediately and for the long run.

While these comments have been devoted to our exposition of the case for Eisenhower College, I do want to reendorse the idea of the affiliation of Eisenhower College with the Samuel Rayburn Library of Bonham, Tex. I am submitting copies of a statement which describes the advantages to both institutions and, more particularly, to our students and other scholars. Thank you.

[The statement referred to follows:]

STATEMENT RE AFFILIATION OF EISENHOWER COLLEGE AND THE SAMUEL RAYBURN LIBRARY OF BONHAM, TEX.

In respect for a great Texan and a great American, Samuel Rayburn, who gave his entire adult life in the service of his country and of Texas, either in the Texas Legislature, or in the U.S. House of Representatives where for almost 49 years, 17 of them as Speaker, he gave leadership effecting legislation of broad and enduring scope, and

In respect for the Texas birth of Dwight David Eisenhower who was born in the Congressional district served by "Mr. Sam," and

In respect for the mutual good feelings and admiration of President Eisenhower and Speaker Rayburn, it is hereby agreed to effect a specific affiliation between the Rayburn Library of Bonham, Tex., and Eisenhower College of Seneca Falls, N.Y.

Each party to this affiliation is to share the academic resources of the other in providing to students of political science the unique and growing collection of books and manuscripts housed in the Samuel Rayburn Library and the teaching faculty and library collections of Eisenhower College.

It is anticipated that this affiliation will encourage independent study by political science students of Eisenhower College in the Rayburn Library of Bonham, Tex. It is recognized that this aspect of the academic program of Eisenhower College is one of the most important commitments in higher education in developing professional attitudes in research and decisionmaking.

Dr. ROSENKRANS. I am indebted to you for providing me this opportunity to declare the special reasons which, we believe, justify added support of Eisenhower College by the Congress.

Mr. O'HARA. Thank you very much.

Mrs. Lynch, do you have a prepared statement?

Mrs. LYNCH. Yes.

Mr. Chairman and gentlemen of the committee, I am Suzanne Welch Lynch, and very happy to be a member of the charter class of Eisenhower College where I was an avid student of the American political process.

For that reason I consider it a great opportunity to be with you here this morning.

In 1954, the National Monument Commission was given the charge by the U.S. Congress to obtain plans and designs for useful monuments to the Nation, which symbolized to the United States and to the world the ideals of a democracy as embodied in the five freedoms: Speech, religion, press, petition, and assembly.

The Congress demonstrated by this act its belief in commemorating

Americans whose outstanding character as citizens and whose contributions to the development of democratic ideas and free institutions merit the continuing recognition of future generations.

I doubt there is anyone in this Congress who questions the worthiness of a fitting memorial to Dwight D. Eisenhower. His stature as a citizen both in terms of his accomplishments as a general in the U.S. Army, Supreme Commander of NATO, and President of the United States, and in terms of his well articulated beliefs in human freedom and the strengths of the American system, is surpassed by no other American leader.

General Eisenhower emerged from his participation in World War II with a profound understanding of the devastation war had wrought. More importantly, however, he anticipated the dangers of the new balance of power peace brought.

In a time havocked by fear between ideologically opposed superpowers, Eisenhower embarked on a courageous path of leadership. Throughout this difficult period, he encouraged the pursuit of knowledge to the end of achieving cooperative peace through international understanding.

Because President Eisenhower believed that the future of this country depends upon the development of enlightened leaders and responsible citizens, it is most fitting that an educational institution designed to achieve these goals should be designated his national memorial.

My fellow classmates and I rejoiced that the 90th Congress took action to help in a major way to establish Eisenhower College as that memorial. Eisenhower College realizes through its particular approach to learning the fullest representation of the ideals held by President Eisenhower.

"Our way of life," General Eisenhower told Columbia University students, "is the flowering of centuries of effort and thought. Men of all epochs, all regions, and all faiths have contributed to the ideals and ideas that animate our thinking."

A more fitting description of the educational experience at Eisenhower College is not to be found. However, Mr. Chairman and members of the committee, I believe I owe you more than this fine quote to describe the scope and depth of the Eisenhower College curriculum.

The world studies program has a purpose of very great meaning to all of us who have studied at Eisenhower College. That purpose is to examine the values and institutions which have developed as man in various global settings has coped with his relationship to the environment, his relationship with others, and has sought expression of himself.

This aggregate of human experience is studied in terms of its component disciplinary parts—art, music, literature, philosophy, social science, and science. These separate disciplines are integrated to recreate the spirit of a civilization or to form a conception of an era.

This scheme, gentlemen of the committee and Mr. Chairman, is not ivory tower academia.

It allows the student to develop two qualities which are essential to citizenship in today's world—historical perspective and empathy. To the end that current events are not perceived as isolated headline incidents, but rather are understood within their historical context. This sense of history may be employed to empathize with the peoples of the world today whose roots lie so deep in the past.

After the consideration of the content of human development, the world studies student is called upon to analyze his value system.

I remember, as a senior in high school, searching for the college which aimed at a multifaceted understanding of man and provided the student with a means to understand his role, indeed his value, in today's world. All I found were colleges who offered to fill my mind with either unrelated data or highly specialized data—until I discovered Eisenhower College.

I came to Eisenhower College with a purpose. That purpose I understood to be the very goal of the institution, namely, to develop scholars, who in light of their consideration of the development of human thought, come to grips with a personal value system.

A scholar is able to distinguish values, recognize the value consequences of certain acts, and analyze his own values. The thoughtful deliberation on values is premium in the world studies program and it triggers a continuing reflection on the matter of values for the Eisenhower graduate.

This task is gargantuan. Intellectual skills must be developed in order to deal with it. The Eisenhower student learns to conceptualize—to organize a myriad of facts into a framework for understanding. This methodology is key to the learning experience of the Eisenhower student. Data change frequently, paradigms change less frequently.

What does this mean to the Eisenhower College student? It means he can arrange, for instance, data coming from the arguments in Washington at the moment within a conceptual framework. Even students who concentrate in fields outside the social sciences with only world studies social science background are able to grasp these events in terms of federalist, antifederalist arguments. This conceptualization demonstrates remarkable understanding of the foundation and progression of American political thought.

The high goals of the educational effort at Eisenhower College are consistent with those held by the late President, who in an address to students at Gettysburg College stated:

> We look to the citizen who has the ability and the determination to seek out and face facts; who can place them in a logical relationship one with another; who can attain an understanding of their meaning and then act in a world of peace and justice.

It is no wonder that he chose to have a liberal arts college as his memorial for these talents are the mark of the liberally educated person.

Greater than any memorial in bronze or marble is the purpose this kind of memorial would serve. The proper memorial to President Eisenhower cannot be a stationary structure which enshrines the man of the past and yields nothing for the future.

A dynamic educational institution which represents President Eisenhower and serves the country by bringing forth responsible, understanding citizens is the appropriate memorial.

This memorial extends beyond the 272 acres in Seneca Falls, N.Y.; its meaning would not be confined to the college campus. The student senate resolution, to which President Rosenkrans has already referred, acknowledges that each student involved in the educational endeavor at Eisenhower College understands and believes in the goals of this institution.

Each student graduating from the college takes something of Eisenhower with him wherever he goes. Thus, each student, by reaching out and participating in the community brings the Eisenhower memorial to the American people and to the people throughout the world.

It has been a great privilege for me to reveal to you my personal feelings about Eisenhower College both as a memorial to the late President and as a fine educational institution. To be with you this morning is an honor, which I treasure on behalf of the students and my fellow graduates at Eisenhower College.

Thank you.

Mr. O'HARA. Thank you very much, Mrs. Lynch, you are a very effective spokesman for the student body.

Dr. Campbell, do you have a prepared statement?

Dr. CAMPBELL. Yes, sir.

Mr. O'HARA. Just a moment, Mr. Biaggi tells me he will have to leave.

Do you have a couple of questions you would like to ask before you leave?

Mr. BIAGGI. Yes; I have several questions. The answers, I am sure will interest me and will help the committee make its determination.

Dr. Rosenkrans, in light of your previous request for $5 million and the statement you did not anticipate you would come before Congress again, how long do you anticipate $10 million will last?

Dr. ROSENKRANS. Our belief is that it would insure the indefinite future of the college. I recognize there are no guarantees, but the trustees and the administration believe this, and obviously it wouldn't be within our lifetimes that we would come back to Congress.

Mr. BIAGGI. To your knowledge, is the Eisenhower College the only memorial to President Eisenhower that is Government supported?

Dr. ROSENKRANS. To my knowledge, sir, I believe that is correct. There are numerous institutions around the country, many high schools, elementary schools named for President Eisenhower, there is an auditorium here in Washington.

Mr. BIAGGI. I mean actually Government supported?

Dr. ROSENKRANS. The Presidential Library in Abilene is under the auspices of the GSA, I believe. I don't know the terms of the financing. I believe construction was raised through private gifts. I am not an authority on that.

Mr. BIAGGI. Mr. Chairman, do we have any knowledge how much money was spent for the Kennedy Center?

Mr. O'HARA. I don't have that data available to me at the moment but I am sure we can provide that.

Mr. BIAGGI. I suspect it exceeds by many, many tens of millions of dollars the request that you are making for the Eisenhower College and, very frankly, if these are all the moneys you are requesting and even if time and events prove you need more money to preserve this type of living memorial for the late President Eisenhower, in my opinion it is justified.

Mr. DELLENBACK. In checking the record on funding requests, it would indicate the original request for the Kennedy Center was $26 million which was appropriated, and later they needed an additional $15 million which was appropriated, and later there was a request for $5 million.

So we know at least $46 million was appropriated.

Mr. BIAGGI. That is what I expected. I wouldn't dwell on the disparity but would urge the committee to approve your request.

Forgive me for my departure.

Mr. O'HARA. Dr. Campbell, would you like to comment on the bills before the committee?

Dr. CAMPBELL. Thank you. I have been asked to speak mainly about Eisenhower's curriculum and faculty.

Eisenhower's curriculum is rigorous, clear and precise in its goals, and subscribes to time tested educational values. It is further, a "pure" liberal arts curriculum—we have no courses that are technical, vocational, or even professional. The college realizes that it cannot satisfy all educational needs; but what we can do is to satisfy a certain set of specific educational needs.

And what are those needs? We are a college for students who subscribe to the philosophy that there are certain skills and areas of knowledge that the liberally educated person needs to have.

Unlike many other colleges, in which the student is free to pursue whatever is of interest to him, without regard to what ought to be known if his education is to have both present and future value, our curriculum specifies a number of areas of study to be taken.

In fact, some 54 of the 120 hours required for graduation fall within the category of required courses. By graduation, students must have demonstrated communication skills; they must have shown reading proficiency in at least one foreign language.

Finally—and this is the central feature of the curriculum—the student will have acquired an understanding of all the majors cultures and civilizations, Eastern and Western, beginning with prehistory in the freshman year and ending with the contemporary world in the senior year.

This program is called "World Studies" and it is the matrix of our educational offerings. In it, the various liberal arts disciplines work together, in as integrated a manner as the subject allows, to give the student a broad and rounded view of a given society or period of human development.

The world studies program is highly successful, and this for a number of interconnected reasons. First, it has a liberating effect on the student who, through it, is released from his confinement to the present and can see the world, his culture, and his values in light of the past and in relation to the other cultures and values of the human family.

Second, our very best teachers work in this program.

Third, there is no aspect of the curriculum which receives closer supervision and review

And, finally, the student discovers, often with a sense of surprised and delighted insight, that all human learning and indeed, each expression of man's spirit, is intertwined and interdependent.

In all of this, I do not wish to imply that general liberal education is our only educational goal. We are also firmly committed to the view that the student should, by graduation, have attained a deep and solid grasp of at least one area of specialized learning—art, for example, or biology, philosophy, economics, literature, political science.

There is freedom, too, in the curriculum—the student can, with faculty supervision, develop an individual, tailormade major to satisfy his individual needs or future career plans. In support of this rich curriculum, we have a library of high distinction containing over 57,000 volumes and growing at the rate of over 10,000 volumes annually.

The success of our curriculum has been attested to by the Middle States Association which granted us accreditation in the record time of only 6 months after our first students graduated. This success is, in large part, due to the type of faculty the college has recruited.

Our faculty are as individualistic as any you will find on any campus. But they share certain common characteristics.

First, they are committed to our philosophy of broad, general liberal arts education coupled with an in-depth specialization.

Second, they are gamblers—many of them surrendered secure academic careers to come to a new and struggling college to help build and teach in an unusual and even unique curriculum which was designed to further sound educational values.

Finally, our faculty members were recruited because they are, or have the strong potential of becoming, teachers of distinction. But we require even more: we ask that our faculty have, as their primary personal commitment, teaching and helping young people to grow and mature.

The outstanding scholar, whose primary commitment is to the advancement of knowledge in his field rather than teaching, will not be hired by Eisenhower. This is not to say that scholarship is discouraged. Far from it. In fact, some of our best teachers have earned national and international reputations for their scholarly endeavors. They have come to us from foreign countries—many of them—like myself—are foreign born; many others have had extensive teaching experience in other countries or have traveled widely.

The international emphasis of our curriculum is thus reflected in the international character of the faculty who teach it. But all of this is somewhat secondary. What we want, and what we have found, is a faculty of some 59 full-time persons all of whom are primarily committed to teaching.

I cannot stress too strongly, Mr. Chairman, that teaching excellence is our major criterion in faculty recruitment. We are here to serve our students. They are encouraged to come frequently to our offices and our homes. They are not faceless entities—they are persons and we try to help them as they seek to grow into responsible adults.

I touch here what, in my opinion, is most distinctive about Eisenhower College. We have an unusual, if not unique, curriculum, the core of which is general education through world studies. We have, too, a faculty selected because they share the college's educational philosophy and are primarily committed to teaching.

We have a distinguished library. But what gives Eisenhower its life and spirit and makes it a community more than an institution is that everyone—trustees, administration, faculty, students, staff—is concerned with the value of each other's life, freedom, and individuality.

Every segment of the community shares this spirit—from the trustees meeting to determine overall college policy, to a class meeting on campus, to the maintenance staff on a coffee break.

As you know, the college is this Nation's memorial to the late President Eisenhower and is dedicated to his character, principles, and patriotism.

We are a memorial because we share his educational philosophy and have used it to guide in the development of our curriculum.

But even more, the humaneness and spirit of selfless concern for persons that characterized our late President's life has come to vivify the institution that proudly bears his name.

We are, in a real and intensely significant sense, a living memorial to him—for what he was lives in the Eisenhower community. That life, that educational philosophy, that dedication, cannot and must not be lost.

Mr. Chairman, gentlemen of the committee, President Rosenkrans, Mrs. Lynch, and I will be happy to answer any questions you deem appropriate.

[Documents relating to Eisenhower College to which President Rosenkrans, Dr. Campbell, and Mrs. Lynch referred in their testimony may be found beginning on p. 56.]

Mr. O'Hara. Thank you, Dr. Campbell.

I started off with a Democrat so I guess the three Republicans should have a chance.

Mr. Dellenback, would you like to direct some questions to the panel?

Mr. Dellenback. Thank you, Mr. Chairman.

Mrs. Lynch, I suspect that you would have been an effective student at almost any institution. You could have gone to Podunk Tech and come out with a good record at Podunk Tech. Forgive me if there is such a place.

Mr. Huber. That is my alma mater.

Mr. Dellenback. That is the kind of comparison I would like to make so, in part, the question I would like to ask goes not just to college experience in general, it goes really to the question of what you mean specifically about Eisenhower.

If one has watched schools, and if you have had a chance to deal with hundreds or thousands of graduates, you would find that exceptional young people can come out of almost any school; exceptional faculty can produce an exceptional student.

You come to the Congress with a unique request, a request for $10 million that approximately 2,600 of the 2,700 institutions which fit roughly in this category of collegiate institutions would like to duplicate.

We have to look at this unique request and make a decision which we can't duplicate for the other 2,699 other institutions. You gave us part of the reason and Mr. Biaggi touched on it—part of the reason lies in the responsibility that every President has had the right to pick something and say, "I want this to be my memorial."

President Eisenhower made that clear. But I am pushing beyond that. I am pushing to the question of why, why Eisenhower? What is really unique about this school?

Much of this I could close my eyes, strike the names, and say it's true of many schools. They are reaching for the same goal for students and faculty.

I, too, am very much interested in the concentration on teaching as opposed to other factors.

I like this, but I go back again to the question—I filibustered for you, so if you could now say what you want to say.

Mrs. Lynch. Thank you for your flattering comments.

I would like to relate some of my own personal experiences.

I was not an outstanding student in high school. I was a B average student and not at all enthusiastic about studying as a student in high school. I have changed and will explain why.

I spent 1 year supporting myself and working and looking for the school I deemed to be the one to fill certain personal goals I had in terms of education.

When I came to Eisenhower College was when I fell in love with the pursuit of knowledge. I think the association with the faculty and the presentation of the curriculum, the very presentation of it excited me about the college experience. It was not until I came to Eisenhower College that I achieved some kind of academic success.

As far as the uniqueness of the college is concerned, I think that uniqueness lies in three areas: first, there are many colleges, liberal arts colleges in the country who have a general education program. The unique aspect of the world studies program is that it concerns both Eastern and Western cultures and that it is a required body of knowledge for all students at Eisenhower College. It is so important to achieve the goals we set for ourselves at Eisenhower College that it is required of every student for 4 years.

Another unique aspect, I believe, is the rigor of the program at Eisenhower College. Let me make very clear, Mr. Chairman and members of the committee, that this college is dedicated to the pursuit of knowledge and it is a very strenuous program.

I have discussed with colleagues of mine, peers of mine who have attended other universities and colleges with stories of sliding through, of no work to do and of no reading.

Let me say that Eisenhower College offers more of a reading program than any college which I know of through communications with my peers.

Mr. DELLENBACK. Are you familiar with St. Mary's?

Mrs. LYNCH. Dr. Campbell is familiar with St. Mary's perhaps he could respond.

Mr. DELLENBACK. St. John's, not St. Mary's.

Mrs. LYNCH. I think that is a very unique aspect of the college.

Are you looking for something beyond that? I think it would be the kind of student, as you say, who comes out of the college.

Mr. DELLENBACK. Are you a typical student?

Mrs. LYNCH. Am I a typical student? Yes, I think so.

Mr. DELLENBACK. That is an unfair question you obviously are atypical in some very real ways. Your answer is helpful. I won't push that one any further.

Dr. Rosenkrans, may I ask you some questions?

In your statement on Eisenhower College you stated the college had a contract with Rayburn. What is your relationship with Rayburn?

Dr. ROSENKRANS. We have no formal relationship with Rayburn Library now.

Mr. DELLENBACK. You have no formal contract with them now?

Dr. ROSENKRANS. We have a contract which relates to the coin legislation, the rule of which was considered on the Floor of the House on August 3. We have an agreement which the trustees of the college and the trustees of the Rayburn Library have agreed to whereby we would share these various items such as I mentioned in the filed testimony.

Mr. DELLENBACK. Is that operative at the present time?

Dr. Rosenkrans. No, sir.

Mr. Dellenback. In 1968, if the data I have is correct, the projection for Eisenhower College was for the enrollment of about 1,500 students.

You have something in excess of 700 students now, and indicate enrolling more. The material you gave us last week projects an enrollment of about 850 by the fall of 1983.

Can a college with an enrollment of that size function today?

Dr. Rosenkrans. It has been proven, Congressman, that our 1968 enrollment projections were overly optimistic and, if anything, I would think the projections recently filed are perhaps a little too pessimistic. Enrollment, I believe, would depend upon the availability of financial support that we are able to obtain but I think studies have shown that the minimum enrollment (which is what we hope to grow to), the first minimum economic break would be about 1200.

Mr. Dellenback. Your projections for practical purposes are almost static; they are moving from 750 in 1973, to 760 in 1974, to 770 in 1975, and so on. You are growing at 10 a year.

Dr. Rosenkrans. We are perhaps too pessimistic at this time. We would hope to do better than that. We put these projections together with the idea that they didn't show too rapid a progression in enrollment increases—and that this would be accepted as more realistic in today's times.

I would agree with you, we hope to go beyond this. We have the residence-hall capacity to grow beyond that. We have the academic space but we need more recreational space.

Mr. Dellenback. How many students can you take care of on campus?

Dr. Rosenkrans. If we put two in every room, we could accommodate now 1,060.

Mr. Dellenback. That is with the present facilities?

Dr. Rosenkrans. Yes.

Mr. Dellenback. Would your classroom facilities be adequate to care for a student body of that size?

Dr. Rosenkrans. Yes.

Mr. Dellenback. What sort of average class size?

Dr. Rosenkrans. Dr. Campbell could speak to this better. We have large lectures, we have one large lecture hall and then break into to smaller seminars.

We would like to get 300 or 400 in our lectures and an average of about 15 in our seminars.

We start off with seminars in the freshman year. I don't know that many places do this but we found this to be very successful.

Mr. Dellenback. Even if you go beyond your 850, if you went beyond to 1,050, you would not need additional dormitory facilities, residential facilities, or additional classroom facilities?

Your testimony tells us your projected figures for utilization of the $10 million would be about $4 million to pay off debts and thus reduce the carrying charges there. That would take care of about three-quarters of your projected annual operating deficit. In effect, you would put the other $6 million in investments. You do not project using that for additional physical construction?

Dr. ROSENKRANS. That is correct. I would hope the endowment would be used for giving aid to deserving students from each of the 50 States.

Mr. DELLENBACK. I am tempted to go off on a side road and ask how BOG is working, SEOG, and so on. The chairman and I have been working with this and other student aid programs.

One other question, your student listing is $1,330 for the fall semester, $1,070 for the spring semester.

What percentage of your total cost per student is covered by that tuition? Approximately?

Dr. ROSENKRANS. It's approximately 60 percent.

Mr. DELLENBACK. Some of us have been sorely troubled by the type of thing that has occurred in regard to the Kennedy Center. While we strongly supported the concept of a suitable memorial for each man or woman who will ever serve this Nation as President, what troubles me is after commitment after commitment has been made, accompanied by the promise that this is the last request we will ever make, we always find it does not turn out to be the final request. We get to live with those words when someone is forced to again face the a series of requests in ever increasing amounts and it is very hard question of shall we appropriate more money.

That is why the issue should be pushed. Are you here making a pledge in perpetuity for the Eisenhower College, with the full understanding of the board of trustees, and the faculty and everybody involved, that there will never be another request from the Congress of the United States for further funds?

Dr. ROSENKRANS. I would feel exactly as you would. I made that statement in 1968 without any authority. I quickly made that remark and perhaps this proves how naive I am, but I did so in sincerity and with real belief at that time.

There are plenty of reasons, that you understand better than I, how inflation and other factors in the last few years which proved I was wrong.

I was not authorized to make that statement, but I did it. I have discussed this with our chairman and our trustees, and I can assure you I will never be back nor will any of the other members with whom I sit on the board of the college. That is the only absolute assurance I can give you. Beyond that, I couldn't say.

Mr. DELLENBACK. We of Congress realize we can't make decisions for future Congresses. But you are making that statement to us on behalf of the present trustees as well as yourself?

Dr. ROSENKRANS. Yes, sir. We have discussed this at our board meetings, and this is exactly the way the chairman feels. The chairman feels very strongly and the other trustees agree, and that also speaks for the officers of the college.

Mr. DELLENBACK. I have taken more time than I should, Mr. Chairman.

I am tempted to talk to Dr. Campbell about some of the things he said. I am also tempted to talk to Mrs. Lynch on what the present approach says about present-day Washington. I won't yield to that either.

Mr. O'HARA. Thank you.

Mr. Huber, do you have any questions you would like to ask? I remember what the rules say about seniority.

Mr. Erlenborn, I believe you and I are at the bottom when we go to other subcommittees.

Mr. ERLENBORN. It makes no difference.

Mr. O'HARA. No, I know protocol is very important. I know he wants to defend his alma mater. He is a neighbor of mine.

The Chair will recognize Mr. Erlenborn.

Mr. ERLENBORN. Thank you, Mr. Chairman.

Dr. Campbell, in the last paragraph of your statement before the subcommittee this morning, you make this observation: "As you know, the college is this Nation's memorial to the late President Eisenhower."

Could you tell me how this was accomplished? Who made the determination that this was the memorial for President Eisenhower?

Dr. CAMPBELL. Maybe President Rosenkrans could answer better, but as far as I know, Eisenhower College was founded by a group of citizens in Seneca Falls who were depressed with the way education was going and wanted to found a college. They wrote to President Eisenhower and gave him an idea of the kind of college they wanted to establish.

I believe he spent over a year before allowing his name to be associated with it.

To the best of my recollection, at that time, when the Nation wanted to establish a memorial for him, he said to the effect he didn't want statues and, since he himself had been an educator, he felt an educational institution carrying certain of his ideas—namely, international curriculum, the idea of intertwined connected learning, not little packages—that was what he wanted; he then gave his approval that this should be his memorial.

To the best of my knowledge, that was the sequence of events.

Mr. ERLENBORN. Mr. Dellenback made the observation that Presidents are given the opportunity of choosing their memorials, which ability to establish their own memorial with any sort of commitment of support from the Government of the United States.

Maybe, President Rosenkrans, you could tell me if you know of any other such establishment by a President in his lifetime of his own memorial with support from the Treasury?

Mr. ROSENKRANS. I wish I was a historian. I don't know that this answers your question, perhaps it evades it, but there are over 40-some colleges that are named for Presidents of the United States.

But to the best of my knowledge, the only one of these colleges that ever opened during the lifetime of the man and with the President's full approval and acceptance as his memorial, was Eisenhower College.

I am sorry I can't answer your question.

Mr. ERLENBORN. I guess I am trying to make the point that the Nation, in determining what their memorial to a past President should be, has to act through the Congress, and I don't believe the Congress has determined that Eisenhower College is the Nation's memorial to President Eisenhower.

Certainly the President himself lent his support to the establishment of the college, and his family has lent their support to the previous effort for getting funds from the Treasury for the college. However, I was on the subcommittee at the time that was done in 1968, and I know the great reluctance on the part of the members of the subcommittee to establish a precedent that this college was to be the memorial of the Nation to President Eisenhower.

The precedent would mean we could not then afford to allow that college to falter no matter what the reason might be. In other words, there was concern that it would be great dishonor and disservice to President Eisenhower and to his memory to allow that college to falter. So it was only with some of the greatest lobbying effort on the part of those who were very close to the President, his military career, and career as President, that the committee was concerned to make that one and only contribution to the college, with assurances, not only the ones in the record, but private assurances, that this would never happen again. There would never be another request for funds for the college.

Now, if we were to acknowledge as a Congress that this is the Nation's memorial to President Eisenhower, then I don't believe any assurances from you as president or assurances from the present board of trustees that no further requests for support would be forthcoming would be meaningful because, if the need were there, could we allow the college to cease to exist and therefore dishonor the memory of President Eisenhower?

How do we escape this dilemma?

Dr. ROSENKRANS. I believe President Eisenhower accepted Eisenhower College as his living memorial; the family has also done this.

I think it is fair to say President Johnson and the Congress accepted Eisenhower College as a living memorial to President Eisenhower. I am not sure that I would be capable of really specifically answering your so-called possible dilemma.

Mr. ERLENBORN. We have another precedent, the Kennedy Center for the Performing Arts, but a different pattern has been followed. Here the Congress consciously determined that the Center would be established as a memorial to the late President and established it as a public facility with its control, control of its activities being within the public domain.

Eisenhower College has another background. It was established privately and will continue to be operated privately. I presume; yet it seems, if we accept it as the living memorial to the President, it seems to have a hold or a call upon the Treasury of the United States to make certain that it succeeds.

I am very reluctant, and I think this Congress would be very reluctant to have that be the case.

I have no further questions.

I wanted you to know my great reluctance to see additional funds made available to the college because I think it will then establish a very bad precedent, a precedent we did not want to establish in 1968 but apparently we have.

Thank you, Mr. Chairman.

Mr. O'HARA. Mr. Huber?

Mr. HUBER. I want to echo some of the comments Mr. Erlenborn made.

It seems in the debate we had on the floor involving the John F. Kennedy Center for the Performing Arts, the testimony at that time said there would never again be an appeal for more funds once it was established, but they were recently back asking for a couple of million, I think.

This is apparently a yearly contribution. As a freshman, I don't know what you have done in the past, but it looks to me like a continuing contribution now. If we are going to give away millions for the performing arts for one President, maybe we should give away millions for an institution as a memorial for another President. I don't know.

I think this is something the Congress should make up its mind about. If we are going to be dispensing money as we did for the performing arts, and if we decide this is a memorial for President Eisenhower, then we should do it for the college.

I also know where the Congress gives out money for a college, it also moves into control. I don't know if your college would like that. That may be something you would have to decide.

If you were willing to accept that sort of situation, maybe the Congress would then have to decide whether it wanted to accept the responsibility for Eisenhower College as the living memorial for the President. I don't know that it has done that, and I don't think academically I would want the Government involved in my institution. I doubt very much if you would want that but I do accept what was said here about the Performing Arts for the Kennedy Center.

Millions are going into that operation to keep the institution functioning.

That is all I have, Mr. Chairman.

Mr. O'Hara. Thank you, Mr. Huber.

Mr. Lehman, did you have anything?

Mr. Lehman. I am sorry, I was at another subcommittee meeting but I wanted to ask one question.

This committee has been dealing with the various aid programs, such as the basic educational opportunity grants and I would like to ask what program funding have you received and what proportion of the student body is coming from minority groups. How is the basic educational opportunity program funding? Are you involved in the same things this committee has been dealing with as to the problems of financial aid to students in higher education?

Dr. Rosenkrans. Approximately 48 percent of our students receive some form of aid Yes; we have participated in all of the program and obviously they have been very helpful to the college. We wouldn't have the enrollment we have today if it weren't for the fine programs I assume come through this committee. I do have records here of the funds we have received and I would be glad to submit this as testimony if it would be helpful.

As far as minority groups go, we have committed to this from the day we opened in September of 1968. We do have minorities, mostly Americans, and we have some from other countries that have had to receive virtually full financial aid.

We would like to do more. We perhaps have done, in accordance with our means, more than we should have. We are committed to helping students from minority groups.

Mr. Lehman. If you don't recruit, you don't get minority groups. Do you have the kind of recruitment programs that other institutions have?

Dr. Rosenkrans. We make that effort. Our recruiters go—in New York State where we are located, recruiting students from all minority groups, those in greatest economic need. We go to Harlem and so forth.

Mr. Lehman. Thank you.

Mr. O'Hara. Dr. Rosenkrans, I am going to ask the staff to continue to work with you. I find the figures and information you supplied us to be very useful. I would like to develop some further information along the lines of that Mr. Lehman asked about, other ways of measuring Eisenhower College against the private institutions of similar size and similarly situated so we can determine the extent to which Eisenhower's programs are different than others.

I would like to know something about, in addition to the assistance to students, the number of national merit scholars, those students pursuing graduate education, and so on and so forth.

Your financial situation perhaps as compared to other private institutions, we would like to know that. I know your enrollment is down but generally private institutions are down this year and I would like to know the relationship there. We do appreciate the complete cooperation you have given this subcommittee and we are going to be working with you in the next few days and weeks in hopes of further narrowing the problem and analyzing it for the benefit of the committee.

Mr. Dellenback?

Mr. Dellenback. I am intrigued by the comments of my colleagues about designation of the college as a memorial. I recognize that you can't answer this authoritatively, and I am not sure you want to answer it on an impromptu basis. Yet, the question goes through my mind: What about designating Eisenhower College as a memorial where there is official action in this regard, and maybe provide for the appointment—through the Government—for members of the board of trustees? Maybe a president could be appointed so this becomes a governmental designation.

What would be your reaction to that?

Dr. Rosenkrans. Mine would be an intermediate reaction. I don't believe that it would have been the wishes of President Eisenhower that it become a Federal institution. I think it might be very appropriate on the other hand—I can't say for sure but its my hunch the trustees would look favorably on such an idea of perhaps a Congressman and Senator being a member of the board of trustees.

In fact, one of our earliest trustees was a Congressman, Congressman Sam Stratton who was an outstanding trustee for 6 years. We have mandatory retirement at the end of 6 years.

I do not believe it would be within the wishes, as I knew General Eisenhower, that he would want this college designated as a Federal institution.

Mr. Dellenback. Without control going to the Federal Government, would you say that the official designation of the college as a living memorial to the President would be a good idea or bad idea?

Dr. Rosenkrans. Good. I would say that would be good if I understand the question. We thought that we had been anyway, but maybe we haven't. I think Congressman Erlenborn brought this out—we have, perhaps been "accepted" and not "designated."

The college was accepted by President Eisenhower, the family and we had the belief by the Congress and President Johnson.

Mr. Dellenback. Mrs. Lynch, would you like to say something?

Mrs. Lynch. I assure you when the Lincoln Memorial was being built, the Congress was requested on three separate occasions for allocations of money for the building of the Lincoln monument.

Mt. Rushmore, memorializing four Presidents, took over 10 years to build and I am sure on several occasions Congress was approached for money for these separate memorials.

So I appreciate the problem some members of the committee may perceive this to be. However, let's consider the value of a stone memorial in relation to setting the precedent of a living memorial.

There is a song that goes "What the world needs now" and I can't think that the world needs more stone memorials with engraven tablets.

What the world needs now is something that is of continuing value to the country and produces some kind of citizen.

Mr. DELLENBACK. You don't think we ought to put President Eisenhower on a horse or in a tank?

Mrs. LYNCH. No, I don't.

Mr. DELLENBACK. Thank you.

Mr. O'HARA. We thank all of you for appearing before us today and you are certainly—your presence and your testimony is certainly eloquent testimony on behalf of Eisenhower College.

The second set of bills on which we will take testimony are those relating to the Churchill Library at Westminster College in Fulton, Mo., H.R. 2994 and H.R. 7261. The Fulton campus is famous as the site of Churchill's postwar "Iron Curtain" speech.

[Texts of H.R. 2994 and H.R. 7261 follows:]

[H.R. 2994, 93d Cong., 1st sess.]

A BILL To authorize $2,500,000 to be appropriated to the Winston Churchill Memorial and Library in the United States for the construction of educational facilities at such memorial and library, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury shall make grants to the Winston Churchill Memorial and Library in the United States, located at Westminster College, Fulton, Missouri. Such grants will honor Sir Winston Churchill, upon whom Congress authorized the President to bestow honorary citizenship, at the only museum and library in the United States devoted to his memory. Such grants shall be made on the condition that the funds so granted shall be used for the construction of educational facilities of such memorial and library, for the equipment for such facilities, and for the repair, renovation, and rehabilitation thereof (but not for routine and ordinary maintenance).

SEC. 2. There is authorized to be appropriated to the Secretary of the Treasury for making grants under this Act amounts, the sum of which shall not exceed the value of any gifts, bequests, or devices of money, securities, or any other personal property or real property made at any time to the memorial and library, except that the sum so appropriated shall not exceed $2,500,000. Funds appropriated under this Act shall remain available until expended.

[H.R. 7261, 93d Cong., 1st sess.]

A BILL To authorize appropriations to the Winston Churchill Memorial and Library in the United States for the construction of educational facilities at such memorial and library, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Secretary of the Treasury shall make grants to the Winston Churchill Memorial and Library in the United States, located at Westminster College, Fulton, Missouri. Such grants will honor Sir Winston Churchill, upon whom Congress authorized the President to bestow honorary citizenship, at the only museum and library in the United States devoted to his memory. Such grants shall be made on the condition that the funds so granted shall be used for the construction of educational facilities of such memorial and library, for the equipment for such facilities, and for the repair, renovation, and rehabilitation thereof (but not for routine and ordinary maintenance).

SEC. 2. There is authorized to be appropriated to the Secretary of the Treasury for making grants under this Act, $500,000 for the fiscal year ending June 30, 1974, and $500,000 for each of the four succeeding fiscal years; except that in any fiscal year such amount shall not exceed the value of all gifts, bequests, devices of money, securities, and any other personal property or real property made at any time during such fiscal year to the memorial and library.

Mr. O'HARA. Here this morning to introduce the witnesses on these bills is our distinguished colleague from Missouri, the Honorable James W. Symington.

STATEMENT OF HON. JAMES W. SYMINGTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MISSOURI

Mr. SYMINGTON. I do thank you for the opportunity and would simply like to present to the Chair and the committee two very distinguished educators from the State of Missouri, the president of Westminster College, Dale Purcell and the dean, Dr. William Parrish.

They are both old friends of mine, and more than that, have both served with distinction the educational community of the State and Nation. They are here to speak on behalf of their institution.

As you know, it was at the site that Winston Churchill gave his historic speech with its mention of an "iron curtain" coming down. I very much hope the committee will agree with what they have to say in their effort to keep the curtains open in this country and the light shining in on the educational opportunities of our young people. I appreciate the committee's consideration and I commend these gentlemen to you for the valuable message they bring.

Mr. O'HARA. Thank you, Mr. Symington. We will look forward to hearing from the witnesses.

Mr. SYMINGTON. Thank you.

Mr. O'HARA. The chair knows that our distinguished colleagues, Mr. Hungate and Mr. Pepper, are among those present. Mr. Hungate and Mr. Pepper will accompany the witnesses from Westminster College to the witness table.

STATEMENT OF HON. WILLIAM L. HUNGATE, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MISSOURI

Mr. HUNGATE. First I want to thank the distinguished committee for affording us this opportunity to be heard. My remarks will be brief, first, because I am hoarse and second, I understand my able colleague Mr. Symington has been here and introduced these gentlemen.

I would like to make a brief statement and Dr. Purcell has a presentation I think runs about 8 minutes, a tape that runs about 4 and within 15 minutes he should be through, Mr. Pepper and ready for questioning.

As you know, at the request of President Truman, Prime Minister Churchill made the "Iron Curtain" address at Westminster College on March 5, 1946.

Following his retirement, Congress passed legislation sponsored by our colleague Mr. Pepper authorizing the President to bestow upon Mr. Churchill honorary American citizenship. That is the first time this honor was granted a foreign leader.

In 1964 President Truman at Westminster College broke ground for the Churchill Library. Presidents Truman, Eisenhower, and Johnson thoroughly endorsed this. I might say some 600 visitors go through this chapel, museum, and library today.

I would like to introduce Dr. Parrish and Dr. Purcell to present statements on behalf of people vitally interested in this endeavor.

Mr. O'Hara. Thank you and I wish to express my appreciation for the interest you have demonstrated in this project ever since I have been chairman of this subcommittee.

I want you to know that you are one of the important reasons we are having this hearing.

Mr. Hungate. I certainly appreciate those generous and kind remarks.

Dr. Purcell will give you the nuts and bolts of the project.

STATEMENT OF DR. DALE PURCELL, PRESIDENT, WESTMINSTER COLLEGE, ACCOMPANIED BY DR. WILLIAM PARRISH, DEAN

Dr. Purcell. I don't question your literacy but, if you would indulge, I would like to read this statement in the prospectus you have before you.

Mr. O'Hara. Please proceed.

Dr. Purcell. On March 5, 1946, former Prime Minister Winston Churchill of Great Britain came to Westminster College in Fulton, Mo., accompanied by President Harry S Truman who had invited him, to make one of his most significant public addresses in the United States.

Entitled "The Sinews of Peace," this speech later became more popularly known as Churchill's "Iron Curtain Address."

In it he not only forewarned of the coming of the cold war but also set forth the bases for Anglo-American cooperation and the formation of an Atlantic Alliance which could serve as a bulwark of freedom in a troubled world.

Returned to power in England in 1951, Churchill again worked closely with President Truman in the formative years of the Alliance.

Following his retirement, Congress, in April 1963, authorized the President to bestow upon Sir Winston honorary American citizenship, the first time this privilege had ever been granted to a foreign leader.

A year later Westminster College broke ground on its campus for the Winston Churchill Memorial and Library with former President Truman and Lord Harlech, then British Ambassador, among other dignitaries present for the occasion.

Only a few days previous at a White House press conference President Johnson had indicated his acceptance of honorary cochairmanship with former Presidents Truman and Eisenhower of this project honoring the world statesman and his era at this site of his famous speech. Sir Winston himself enthusiastically endorsed the endeavor.

Central to the Memorial was the removal from London and the reconstruction at Westminster of the bombed-out Church of St. Mary, Aldermanbury, which had been gutted by a German incendiary bomb in December 1940.

I understand, being a pilot, that was dropped by one of the German Stukas.

The original church in London dated back to the 11th century. It was burned in the great fire of 1666 but became one of several given into the hands of Sir Christopher Wren, the most noted of all English church architects, to redesign and supervise its reconstruction. This he accomplished in 1677. It was damaged slightly by a German zeppelin attack in 1917 but remained essentially intact until its destruction in World War II. In the prospectus in back is a photograph of the burned-out church.

With the gigantic task of rebuilding the city following the war, St. Mary's was one of the churches destined for demolition rather than restoration until the inspiration of the Churchill memorial rescued it.

Given by the people of London and the Church of England to Westminster College, the ancient walls and interior columns were dismantled and brought to this country where restoration took place between 1965 and 1969.

At the time of planning it was conceived that the church should be placed above a large undercroft and the floor plan you see is of the large space underneath, some 14,000 available assignable pews and that would be a suitable site for a library where materials relating to Sir Winston and particularly his role in the promotion of Anglo-American cooperation and friendship in war and peace could be brought together.

It is hoped that this might eventually be the center for Churchill scholars in the Western Hemisphere. It is ideally located near the intersection of Interstate Highway 70 and U.S. Highway 54 in the heart of the Nation, within 150 miles of the Federal Records Center at Kansas City, the Truman Library at Independence, and the Hoover Library at West Branch, Iowa. The Eisenhower Library and Museum at Abilene, Kans., is only 250 miles away.

Excellent liaison has been established with the Truman Library and has been so since the construction of the Truman Library.

The reconstruction of the church has been completed and paid for as has the basic construction of the undercroft. The interior refinishing of the latter for library purposes has only recently gotten underway, however.

From the outset of the memorial materials have flowed into the center from all over the United States and much of the English-speaking world. Papers, books, films, tapes, portrait studies, and a great many personal effects of Sir Winston have been contributed by those who held them, with many coming from members of his family.

Many of these have been arranged in attractive displays, and the memorial annually attracts thousands of visitors.

Students or scholars who come in groups or under the sponsorship of other institutions are admitted free, and the exhibits are quite popular with schoolchildren. Gate receipts from adult visitors help now and will continue to help in the future to defray part of the present and foreseeable upkeep.

Very little has been done, however, by the way of cataloging materials on hand in a systematic way or in building a balanced and meaningful collection because of lack of funds. Although it is the continuing plan of the memorial and library leadership to raise other moneys and receive gifts for its support in perpetuity, we are also asking the Congress to consider in this bill, Federal support for this endeavor honoring America's only honorary citizen as we approach the 100th anniversary of his birth.

This bill is particularly concerned with the continuation and completion of the library, its holdings and its services. The amount of money being requested of the Congress is equivalent to the amount already raised from private sources.

We have the experience, the advisory personnel, and the knowledgeable staff to begin building a more meaningful Churchill center here for the benefit of the American people if the Congress will see fit to support the program in this way.

We have distributed to the members of the committee copies of these remarks and a brochure detailing much of the work and events which have gone into the project to this point.

We have also provided a photograph of the exterior of the memorial and library and financial information and budget for the amount being requested.

We have appended a list of the board of governors who advise on the entire undertaking and of the Churchill fellows, that is, those who have supported the construction of the facilities and the gathering of the materials to date.

This group has given very generously and there are thousands of others not on the list.

We ask the support of this committee and invite any questions you care to raise.

I should like to refer briefly to the cost details—the summary of costs projected here, not those already expended by us. That is on the opposite page and other data follow with a more detailed schedule of costs running through page 3 of the Expanded Summary of Costs.

I should like to say that the corporate entity which provided the ground and has provided the leadership and I would say technically owns the facility is the board of trustees of Westminister College.

For that reason we have appended the roster of the board of trustees of the college.

In the booklet you will see a pictural guide, of the entire structure which is being updated because a great deal has been done since this was printed, of the memorial and somewhat a picture story of all these activities and a brief history of the church.

I would be pleased to close my remarks with a word of special appreciation to Mr. Symington, Mr. Pepper and Mr. Hungate and for the expressions of support that we have had from a number of Members of Congress.

If you will receive these reports and requests we will be glad to speak to them.

I would like to add a personal note: the only other time I testified on the Hill was during WW II before the Truman committee concerning our defense perimeters and espionage. It is a distinct pleasure to be here and tell you about something as meritorious as this memorial—and enduring project that is needing some key support to get it ideally established.

I would project one other comment. We are attempting to have something that will be self-sustaining or sustained by our own resources if we can make this major thrust with the help of the Congress during the coming 5 years, of acquiring those materials contemplated and available to us. We have most of the books about Mr. Churchill and his era already, plus a great many documents, almost 200 films, or all the films extant, and we have a tape library.

I display now a microfiche card which is the most advanced way—I am not trying to educate you, but have been trying to educate myself about microfiche—for research and cross reference of bodies of data that do not already exist in such exact form.

We have the space, the personnel identified and some of them appointed. We can have with the appropriation being requested, the most functional and condensed facility of its kind known with all the materials suitable, and in one place, if we concentrate on these projects outlined in the program I have presented to you.

Thank you, sir.

[Following are exhibits referred to by Dr. Purcell in the above testimony:]

Summary of costs

Construction and interior development: Over a 5-year period	$426,600
Acquisition of materials: Over 5-year period	1,500,000
Provision of services and personnel: Over a 5-year period	456,000
Provision of programs: Over a 5-year period	60,000
Special costs and equipment	57,400
Over a 5-year period total	2,500,000

Expanded summary of costs

Construction and interior development: The 13,000 square feet of the undercroft area will be finished as follows: 1. Existing storeroom areas will be enlarged to accommodate stacks, steel shelving, and filing cabinets. 2. Spaces for preparation and conservation of materials will be equipped. 3. A librarian's office will be equipped for control and surveillance of reading rooms and microfiche readers. 4. An audio-visual room will be finished and equipped. Cost: Over a 5-year period	$426,600
Acquisition of materials: 1. Funds will be used for scheduled spending for purchase of research holdings of the Library and for Churchill memorabilia to be used in connection with the Library. Cost: $300,000 per year × 5	1,500,000
Provisions of services and personnel: Funds will be used as follows:	
1. For the publication of catalogues of the research holdings of the Library. Cost: $11,000 per year (average) × 5	55,000
2. For the establishment of an education department. Cost: $16,000 per year × 5	80,000
3. For crating, transporting, and insuring loan exhibits to and from other institutions. Cost: $6,000 per year × 5	30,000
4. For the salary of a full-time Librarian. Cost: $15,000 per year × 5	75,000
5. For payment of travel expenses and honoraria for members of the advisory committee on acquisitions. Cost: $1,200 per year × 5	6,000
6. For the salary and services of an archivist specializing in the preparation and conservation of oral history and manuscript collections, for cataloguing and controlling these items. Cost: $12,000 per year × 5	60,000
7. For the salary and services of a Director of Programs to co-ordinate all activities. Cost: $15,000 per year × 5	75,000
8. For salaries of security personnel. Cost: $15,000 per year × 5	75,000
Subtotal	456,000
Provision of programs: The following programs will be implemented:	
1. A lecture series. Cost: $10,000 per year × 5	50,000
2. Publications emanating from research at the Library. Cost: $2,000 per year × 5	10,000
Subtotal	60,000
Special costs and equipment: The following special cost and equipment purchases are projected:	
1. An International Conference on the Bibliography of Sir Winston Churchill will be held. (See appendix.) Cost	20,000
2. An adequate system will be purchased and installed. Cost	17,000
3. Microfiche readers will be purchased. Cost	5,400
4. Office furniture, file cabinets, shelves, and other necessary equipment will be purchased. Cost	15,000
Subtotal	57,400
Over a 5-year period total	2,500,000

Winston Churchill Memorial and Library in the United States

THE BOARD OF GOVERNORS

Mr. Neal S. Wood, O.B.E., Chairman
The Hon. Angier Biddle Duke
Mr. Shelton Fisher
Mr. Clark R. Gamble
Mr. William M. Harlan, Jr.
Dr. Franc L. McCluer
Mrs. V. H. McNutt
Mr. James E. Rarick
Mr. Robert S. Robe, Jr.
Lady Soames
Rt. Rev. and Rt. Hon. Robert W. Stopford
Mr. Carl Trauernicht, Sr.
Mr. T. C. Whitemarsh
Mr. James H. Williams

CHURCHILL FELLOWS

The Hon. Winthrop Aldrich
The Rt. Rev. Hon. The Earl of Avon
Mrs. Joseph H. Bascom
Mrs. George F. Baker
Mr. William H. Biggs
The Hon. David K. E. Bruce
Mr. Richard Burton
Mr. August A. Busch, Jr.
The Rt. Rev. Hon. The Lord Caccia
Mrs. Rumsey Campbell
Mr. W. S. Carpenter, Jr.
Mr. Leo Cherne
Mr. Edwin Clark
General Mark Clark
Mr. Gardner Cowles
Mr. Winston S. Churchill, II
Mr. Walter Cronkite
The Hon. Harry Darby
Mr. George T. Delacorte
Mr. Thomas B. Donahue
The Hon. Douglas Dillon
Rt. Rev. Horace W. B. Donegan
Mr. Hugh Downs
The Hon. Angier Biddle Duke
Her Majesty Queen Elizabeth the Queen Mother
Mr. John Epple
Mr. Douglas Fairbanks, Jr.
Mr. Shelton Fisher
Mr. Henry Ford, II
The Rt. Hon. John Freeman
Mr. Otto Fuerbringer
Mr. Clark R. Gamble
Mr. David W. Grainger
Mr. John Griffith
Mr. Harry F. Guggenheim
Mr. Joyce C. Hall
Dr. Armand Hammer
Mr. William M. Harlan, Jr.
The Rt. Hon. The Lord Harlech
The Hon. W. Averell Harriman
Mr. Grover Hermann
Mr. Norman G. Hickman
Mrs. Grant Hill
The Rt. Hon. Sir Alec Douglas-Home
Mr. Arthur Houghton
Mr. Edward D. Jones
Mr. Emmett J. Layton
Mr. Eli Lilly
Mr. John L. Loeb
Mr. John A. Love
Dr. Franc L. McCluer
Mrs. W. B. McMillen
Mr. Robert O. McNearney
Mrs. V. H. McNutt
The Rt. Hon. Harold Macmillan
Miss Madeline Moses
Admiral of the Fleet The Rt. Hon. The Earl Mountbatten of Burma
Mr. John W. Olin
Mr. Jack Parr
Mr. Herman H. Pevler
Mrs. H. Rivington Pyne
Mr. James E. Rarick
Mrs. Nancy S. Reynolds
Mr. Robert Samuel Robe, Jr.
Mr. Charles S. Roberts
Mrs. Laurence Rockefeller
Mr. Martin Rubenstein
The Hon. Dean Rusk
Dr. Howard A. Rusk, Sr.
Mrs. Frank Sanders, Jr.
The Rt. Hon. Duncan Sandys
Mr. and Mrs. Vincent Sarai
Miss Judith Scott
Mr. Marshall Sisson
Mr. W. C. Smoot
Lady Soames
Mrs. Kenneth A. Spencer
Mr. Frederick C. Sternberg
Mr. Robert T. Stevens
Rt. Rev. and Rt. Hon. Robert W. Stopford
Dr. Charles A. Thomas
Mr. Carl Trauernicht, Sr.
Major General Harry H. Vaughan
Mr. Benjamin Wechsler
Mr. T. C. Whitmarsh
Miss Julia Wightman
Dr. Edward K. Williams
Mr. James H. Williams, Jr.
The Rt. Hon. Harold Wilson
Mrs. William Woodward
Mr. and Mrs. Neal S. Wood

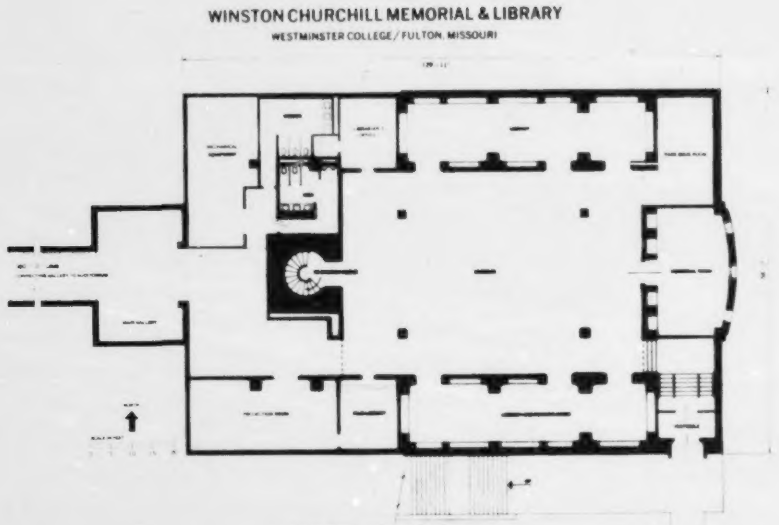
Members of the Board of Trustees, 1973–74

Glenn F. Anderson, Jr., Rancher, Broken Arrow, Okla.
F. Burck Bailey, Attorney, Fellers, Snider, Baggett, Blankenship & Bailey, Oklahoma City, Okla.

J. Eugene Baker, Insurance Underwriter, New York Life Insurance Company, St. Louis, Mo.
Ovid H. Bell, President, Ovid Bell Press, Inc., Fulton, Mo.
William H. Biggs, Attorney, Biggs, Curtis, Casserly & Barnes, St. Louis, Mo.
C. Clark Bledsoe, General Partner, Midwestern Welding Company, Ltd., Tulsa, Okla.
Thomas W. Botts, Associate Professor Emeritus, Track Coach (Ret.), Missouri University, Columbia, Mo.
Glenn I. Carbaugh, Secretary & General Counsel, Vendo Company, Kansas City, Mo.
Joseph C. Champ, Vice President, Champ Spring Company, St. Louis, Mo.
Benjamin H. Charles III, M.D., St. Louis, Mo.
Edwin M. Clark (Life Trustee), Retired President, Southwestern Bell Telephone Company, St. Louis, Mo.
William H. Clark, Divisional Sales Manager, Conwood Corporation, Memphis, Tenn.
Edward M. Cox (Life Trustee), Consultant, Trust Division, First National Bank of Kansas City, Kansas City, Mo.
Lester L. Cox, President, Ozark Motor & Supply Company, Springfield, Mo.
The Hon. Thomas B. Curtis, Attorney, Biggs, Curtis, Casserly & Barnes, St. Louis, Mo.
Leif C. Dahl (Life Trustee), Professor Emeritus, Former Dean, Westminster College, Fulton, Mo.
Thomas B. Donahue, Chairman of the Board, Autoviable Services, Inc., Clayton, Mo.
The Hon. Angier Biddle Duke, Former United States Ambassador, London, England.
Robert M. Elder, President, Cummins Diesel Engines, Inc., Philadelphia, Pa.
Shelton Fisher, President, McGraw-Hill, Inc., New York, N.Y.
Howard H. Fitch, General Partner, Investment Banking, G. H. Walker & Company, Kansas City, Mo.
David L. Florence, Investments, Republic National Bank Tower, Dallas, Tex.
George C. Foster, Union Bankers Insurance Co., Leawood, Kans.
Clark R. Gamble, Retired Chairman of the Board, Brown Shoe Company, St. Louis, Mo.
John A. Gates (Life Trustee), Professor Emeritus, Westminster College, Fulton, Mo.
Andrew S. Glaze, President and General Manager, Glaze Construction Company, St. Joseph, Mo.
John M. Grant, Farmer, Williamsburg, Mo.
Estill I. Green (Life Trustee), Engineering Management, Consultant, Short Hills, N.J.
John R. Green II, Attorney, Green, Hennings & Henry, St. Louis, Mo.
William M. Harlan, Jr., Chairman of the Board, Manchester Bank of St. Louis, St. Louis, Mo.
Allen D. Harper, President, Pacific Investment Management Company, Newport Beach, Calif.
John C. Harris, President, Callaway Bank, Fulton, Mo.
Elmer C. Henderson, Jr., Professional Engineer, Executive Vice President, Sverdrup & Parcel and Associates, Inc., St. Louis, Mo.
James P. Hickok, Former Chairman of the Board and Chief Executive Officer, First National Bank in St. Louis, St. Louis, Mo.
John R. Johnson, President, Royal Industries, Pasadena, Calif.
Francis M. Keener, Sales Executive, Forsheim International Shoe Company, Concord, Tenn.
John F. Lynch, Director, Texas Eastern Transmission Corporation, Houston, Tex.
John W. March, Vice President, The Kroger Co., Pittsburgh, Pa.
Franc L. McCluer, Retired College President, St. Louis, Mo.
C. King McClure, Jr., Retired Chairman of the Board, Stitzel-Weller Distillery, Louisville, Ky.
Thomas S. McPheeters, Jr., Attorney, St. Louis, Mo.
E. Clyde Mohler, M.D., Ponca City, Okla.
Joseph B. Mullin, D. D., First Presbyterian Church, Greensboro, N.C.
Samuel E. Neel, Attorney, Neel & Siegler, Washington, D.C.
Eugene N. Newnham, President, Avalon Chemical Products Company, Los Angeles, Calif.

John R. Opel, Member of the Board—Senior Vice President & Group Executive, IBM Corporation, ~~White Plains, N.Y.~~
Paul J. Parker, Attorney, Bartlesville, Okla.
Edwin J. Putzell, Jr., Vice President—Secretary & General Counsel, Monsanto Company, St. Louis, Mo.
James E. Rarick, Executive, Investments, St. Louis, Mo.
F. Carl Schumacher, President, Hickey-Mitchell Company, St. Louis, Mo.
John E. Simon, Senior Partner, I. M. Simon & Company, St. Louis, Mo.
James L. Sloss, Jr., Secretary, Comfort Printing & Stationery Company, St. Louis, Mo.
Carl Trauernicht, Sr. (Life Trustee), Attorney, Charles & Trauernicht, St. Louis, Mo.
J. R. Van Dyke (Life Trustee), Retired Chairman of Board, Western Textile Products Company, St. Louis, Mo.
Harry H. Vaughan (Life Trustee), Major General, U.S. Army (Retired), Former Military Aide to President Truman, Alexandria, Va.
Gupton A. Vogt, President, Tamm-Vogt Company, Inc., St. Louis, Mo.
Ted C. Wetterau, Jr., President, Wetterau Foods, Inc., Hazelwood, Mo.
W. C. Whitlow, Attorney, Whitlow, Riley & Mariea, Fulton, Mo.
James H. Williams, Investment Banker, Boatmen's Bank Building, St. Louis, Mo.
Wilson M. Williams, Wilson M. Williams Associates, Jacksonville, Fla.
Neal S. Wood, Retired Vice President and Director, A. P. Green Refractories Co., St. Louis, Mo.
Harry G. Woodward, Jr., Management Consultant, Kansas City, Mo.

BEST COPY AVAILABLE


WINSTON CHURCHILL MEMORIAL & LIBRARY
WESTMINSTER COLLEGE / FULTON, MISSOURI

LOWER LEVEL—LIBRARY & MUSEUM PLAN

Mr. HUNGATE. Thank you, gentlemen. I might point out there are two colleges in the town that make constant use of this library, and our colleague on the board of trustees of both colleges, Tom Curtis, was very instrumental in getting the stones and arranging to get them moved over from London to Fulton, Mo.

I am sure you know he will watch the cost to see that the most effective use is made of the funds.

Mr. O'HARA. Do you have a statement, Dr. Parrish?

Dr. PARRISH. No, sir, I have no statement, but I will be happy to answer questions.

Mr. O'HARA. Mr. Pepper?

STATEMENT OF HON. CLAUDE PEPPER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF FLORIDA

Mr. PEPPER. Thank you.

Mr. Chairman and members of the committee, I am pleased to be associated with my distinguished friend Mr. Hungate in the sponsorship of this proposal. I think this is a modest request, $2.5 million over a period of 5 years for a project of such great historical interest to the United States; that is, the Churchhill Memorial Library.

It has been indicated that a great number of American visitors go there. It has the great interest of the people of the United States and, as long as men appreciate courage, character, and vision, the same of Winston Churchill will be a stimulus to the people of this country.

It's certainly a rare privilege for the young people, who never had the opportunity that many of us had to hear or to meet or talk to Sir Winston Churchill, to be able to go there and find so much of historical interest about him.

To tell one little episode, I have had a longtime interest in this institution, that is the reason I was permitted to associate myself with

Mr. Hungate, as one of the authors of the bill making Sir Winston Churchill an honorary citizen.

My wife and I attended the ceremony in the White House when the President signed the bill. The President sent me a color photograph of that ceremony and, at the suggestion of my wife, I sent it to Sir Winston and he autographed it and returned it to me. I think it is the only one of those photographs that has his autograph on it.

The Churchill memorial and library found out that I had this autographed picture and they asked if I would give it to them. I had great pleasure in doing so. I presented a copy of this autographed photograph to Churchill sometime ago while visiting England.

From time to time I have made small contributions to this institution. I think it is a great institution and very meaningful to the whole English-speaking world.

I think this is a modest request and I would like to associate myself with my distinguished friends Mr. Hungate and Mr. Purcell and Dr. Parrish in support of it.

Mr. O'Hara. Thank you, Mr. Pepper.

The Chair recognizes our distinguished colleague from Arkansas, Mr. Thornton, who wishes to make a statement in support of H.R. 7261.

STATEMENT OF HON. RAY THORNTON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ARKANSAS

Mr. Thornton. Mr. Chairman, the Winston Churchill Memorial Library is a unique and living monument, whose growth and perpetuation honor, not only a great man, but also the spirit of Anglo-American kinship for which Sir Winston stood.

Registered as a national historic site, the restored Church of St. Mary, Aldermanbury—now standing on the Fulton, Mo., campus of Westminster College, where the famous "Iron Curtain" speech was delivered—is the only foreign building ever to be so honored.

More importantly, however, this beautiful 17th century landmark, saved from demolition following the Second World War, may become the greatest center for Churchill studies in the entire Western World.

As the 100th anniversary of Sir Winston's birthday draws near, it is fitting that the American people honor and serve his memory by lending support to this inspirational project.

Ten years ago, President John F. Kennedy wrote that "it will tie together powerful events—the 17th century, 1940 and the blitz, the Iron Curtain address, and the extraordinary and powerful influence on the free world of Sir Winston Churchill's public service."

Today this subcommittee is considering legislation to authorize appropriations for construction of educational facilities at this historic site to preserve the flavor and meaning of the life of our Nation's only honorary citizen.

In this connection, I'm very pleased to have the opportunity to express to you my full support of H.R. 7261.

Mr. O'Hara. Thank you, Mr. Thornton.

Mr. Dellenback, do you have any questions you would like to direct to the witnesses?

Mr. Dellenback. Did Congressman Symington indicate there was something else they wanted to present to us?

Dr. PURCELL. We would like to have about 4 minutes to play a tape made on October 22 of this year when Lady Mary Soames, Sir Winston Churchill's youngest daughter, came out to Fulton, and presented a portrait of her mother who is in her 90's now to be hung in a recently completed reading room, which is one of the physical developments within the memorial.

On that occasion we had a number of friends present and asked her to make some remarks. It was not until she completed the remarks that I made the statement that she had spoken from the rostrum from which her father made his Iron Curtain address.

This lady is one of the members of the board of governors of this institution and her remarks said more to us about what others feel about what is there than I think we could convey to you in tooting our own horn.

The recording circumstances were not ideal but the tape is as it came up.

Mr. O'HARA. You should try signal enhancement, there is a lot of work being done with that.

Dr. PURCELL. About noise, we recall that there was a brief celebration just after Lady Soames had completed her dedicatory remarks. We were told that that was the noise of a cork coming out of a champagne bottle. I can't verify that but, if you hear it, let's assume it was that.

Mr. O'HARA. Please proceed.

[Lady Soames' tape recording.]

Lady SOAMES. Dr. Purcell, Mr. Wood, friends, I usually dread making a speech but on this occasion I actually passionately, want to, because there are several things I want to say.

I come here for a special reason, which is to dedicate to the memory of my mother the new reading room which most of you have seen, which is over there and will soon be ready and which I think will be very beautiful.

I want to tell you, Mr. Wood and Dr. Purcell, she is so happy you should want this room to bear her name. I shall have such a lot to tell her when I get back, because although she has never been here, she has followed all that goes on here with so much interest. She is now very old and rather frail and it is so nice whenever I go to see her to be able to tell her something new about what is going on and it will really warm her heart when I tell her once more of this really beautiful and unique Memorial to her husband, my father.

I have been very overcome this afternoon. It was so kind of you, Mr. Purcell, to allow me to be here quietly with a very few people and I spent a long time down here in the undercroft and in the church upstairs where the most beautiful music was being played and I think one would have to have a heart of stone if one was not moved in these circumstances.

I think what I like most about the Memorial, and I think what my father would like most about it is that it has become an intrinsic part of the life of this State. It isn't just a cold place visited by a lot of people, it has become part of Westminster College, part of the life of Fulton part of the life of America, of which he was a child by blood and a citizen by the honor your President gave him.

And so I am very happy because I know that here this afternoon there are people who have brooded over this Memorial from its very inception, have seen it grow from the ground up, have worried about it, have loved it, have done things for it, have beautified it. I know there are people who take it as part of their natural daily life, part of the scenery around them, as it should be.

Then there are the people who come here often and then there are people like myself who are visitors. So I really do welcome this opportunity to say how proud and how happy and how grateful I am to you all and how I know my mother will rejoice when I tell her what progress is being made.

You are moving forward with the idea of this Library which I think will be remarkable, and specialized and unique of its kind. So you are still on the road to making something even more than there is already in this remarkable place.

My mother asked me to bring for the reading room something which she hoped you would like. Mr. Wood, in dedicating the reading room as the Clementine Spencer-Churchill Reading Room. May I give you this gift from my mother.

Mr. O'Hara. Mr. Dellenback?

Mr. Dellenback. We appreciate your coming before us and testifying. I would ask one question that has grown out of a point that was raised: this is indeed all one building, is it not? You are talking here about a building that at the time it was reconstructed had these facilities available? We are not talking of a separate building, are we?

Dr. Purcell. The part above ground was brought over, the undercroft there was constructed from the start and was prepared to receive the church when it was brought stone by stone and constructed. They are connected by the spiral stairway you see in the floor plan. That is the only connection between the church and the undercroft of the memorial.

There are separate entrances and exits to the church, four to be exact.

Mr. Dellenback. Is it used for worship at all?

Dr. Purcell. The church is used as a worship center for the college and it's also used by a great many people who request its use for weddings and other occasions. It seats 400 people. We had 600 people there recently at parents' weekend and had a service there. The Christopher Wren Church is a part of the memorial to Sir Winston.

It is the part for which we have fully paid. The part underneath is that which requires all of this development and programing.

Mr. Dellenback. At completion, however, this would all be part of a single memorial?

Dr. Purcell. That is correct.

Mr. Dellenback. Is the church denominational?

Dr. Purcell. It is interdenominational.

Mr. Dellenback. Is it Christian?

Dr. Purcell. It is all faiths.

Mr. Dellenback. Are there religious symbols, candelabra, et cetera, of any particular faith?

Dr. Purcell. It was restored as Sir Christopher Wren designed it in 1677 and has the appearance of The Church of England. However, the symbols are portable. The church may be used by any and all faiths.

One Japanese visitor saw it a year or so ago and requested to have his wedding here. He brought his bride from Japan and there was a Shinto ceremony there. It is incidental but it shows the flexibility.

There are no fixed, rigid symbols.

Our college was originated in 1861 by the Presbyterian Church but since then has severed those ties.

It is ecumenical in its drawing power and the church is not denominational.

Mr. Dellenback. Are there any other libraries or institutions in the country, President Purcell, that indeed relate to Mr. Churchill in any way?

Dr. Purcell. We have understood that there is either a building or a college in one of the provinces of Canada. We are not familiar with it, that bears his name. Whether it is a new one or not, we don't know much about it.

At Cambridge there is a college but those are the only two we know about.

Mr. Dellenback. Nothing in the United States?

Dr. Purcell. Nothing that we know of.

Mr. DELLENBACK. Over on the edge of the general matter of economics, the financing of what is done in this memorial, is that part of the regular college budget?

Dr. PURCELL. No, these are completely separate budgets.

Mr. DELLENBACK. You do indicate there is a board of governors at the Winston Churchill Library, but also a tie to the board of trustees of the college?

Dr. PURCELL. The board of trustees of the college treats the memorial as a separate entity, and until and unless it dedicated the memorial land and improvements separately, it would have had to continue as the governing board with corporate ownership.

The board of trustees established the policy that no funds inure to the benefit of the college which have come to the memorial.

Mr. DELLENBACK. Is the title to the land and the building in the college?

Dr. PURCELL. Yes, it is in the college.

Mr. DELLENBACK. So legally the board of trustees have the responsibility which is delegated to a board of governors?

Dr. PURCELL. This is what has happened, sir.

Mr. DELLENBACK. Is the college in a sound financial condition?

Dr. PURCELL. It is on a sound financial basis. It is at the brink but on the black side of the brink. It's in its 122d year. It's operating in a solvent manner. It has a modest endowment of slightly less than $4 million and we have no fear about its perpetuity. This memorial has not been a drain. Indeed the college has advanced the money to promote the efforts to do all of this.

Mr. DELLENBACK. Thank you very much.

Thank you, Mr. Chairman.

Mr. O'HARA. Mr. Lehman?

Mr. LEHMAN. No; I just wish you good luck, Mr. Purcell.

Mr. O'HARA. Mr. Huber?

Mr. HUBER. No questions, Mr. Chairman.

Mr. O'HARA. Let me ask a couple of questions and then we will have to go to the floor.

Dr. Purcell, conceptualizing the Churchill Library and trying to compare it and some other things in our experience, is a little difficult because things like the Truman Library, the Rayburn Library, the Johnson Library, the Hoover Library and, incidentally, I understand a bill just passed the Senate which has been referred to our committee on the Hoover Library, they start off that the core of the Library are the Presidential papers, or Sam Rayburn's papers, whatever, the official papers of his time in public office.

There is nothing like that associated with the Churchill Library, is there?

Dr. PURCELL. Not directly from Mr. Churchill. We have a great many papers, films, tapes, and books that have been provided, and documents of one sort and another.

We will also have available as soon as we are ready to receive them from Mr. Truman's attorney with Mrs. Truman's blessings, copies of all the papers relating to the President and Sir Winston, which are being held by him.

In addition, we have an enormous film library and tape library, and we have most of the books that were in circulation in this country pertaining to Sir Winston.

We have done extensive investigation as to other resources in Britain and other places. I will ask Dr. Parrish to elaborate.

Dr. PARRISH. Most of those papers are in England. We hope to get microfiche copies which will be available and make them available in this country. It's a major item in our request.

Dr. PURCELL. Our thought would be that we have a group of bibliographers and biographers of Sir Winston meet. We are attempting to have that gathering meet in Fulton which we will fund through private sources to advise us on from where and how we can gather the most meaningful data on Churchill and his times throughout the world. It will be highly selective from the onset.

Mr. O'HARA. You propose to collect as much original material relating to Mr. Churchill's life and the operation of his office as Prime Minister and so forth as you can and to obtain microfilm or other copies of as much of the other material as you can lay hands on.

Dr. PARRISH. This is our hope and a major portion of this request.

Mr. O'HARA. In addition, you hope to collect as much secondary material about Mr. Churchill and his life and his actions as you can, right?

Dr. PARRISH. We already have a great deal of this and hope to improve it on a selective basis with the help of scholars that will tell us what is really essential that we have at this library.

Mr. O'HARA. Is the library conceived of as primarily a research center on Churchill and his life and times, or primarily as a collection of Churchill memorabilia? How do you visualize it?

Dr. PURCELL. We have numerous items, numerous items of Churchill memorabilia. As we visit other libraries referred to today, we see a number of things of interest are the artifacts.

Our major thrust will be on documents, tapes, and films; and we will provide, as long as we can, spaces for exhibits in a rotating schedule. We have enough memorabilia to rotate every 2 months year round.

Mr. HUNGATE. This is a unique sort of place, and I would like to say there are certain architectural values in the Christopher Wren Chapel. He was designing churches and it's really a beautiful structure and I will give you a side benefit—the contracting plasterers and latherers—I went to one of their conventions in San Francisco—the exterior is as it formerly stood. On the inside, they did such a good job, when they try to attract apprentices, they show the arts and and crafts that have gone inside the building.

Mr. O'HARA. I was going to raise another question. I am looking over the floor plan and you have a floor plan all on one floor, 159 feet by 58 feet 7 inches. I don't know if you have room for all you are thinking of.

Dr. PURCELL. Except for microfiche, we wouldn't attempt it. Earlier, before microfiche was in use and effective, we were envisioning another edifice across the street concentrating on books. That has been made unnecessary. We probably have room for half the books of the world here, if they were on microfiche.

Mr. O'HARA. I will have to look into microfiche.

The bells have rung and we will have to get over and answer the call. Thank you for taking the time to appear before us today.

The special subcommittee will now stand in adjournment.

[Whereupon, at 12:05 p.m., the subcommittee adjourned, subject to the call of the Chair.]

[The following documents were submitted for the record:]

FIVE YEARS LATER

. . . A report by the President of Eisenhower College

FIVE YEARS have now elapsed since Eisenhower College began operations. It is our first meaningful milestone, providing an opportunity to take stock of where we are, how we got there and where we are going.

To understand our position better, one should recall that some of us were asked by General Eisenhower personally to serve as Trustees — to assist in the planning and guiding the policy of the College of which he so heartily approved as his memorial. When we accepted, it was as a personal commitment to this great American. Then, as the years passed, our responsibility grew, first to encompass the growing number of students and graduates and now to the thousands who have given so generously of their money, time and effort to assure fulfillment of the General's vision.

The Eisenhower College constituency crosses all the boundaries of nationality, color, creed and socio-economic status. The General had ultimate faith in the power of People to People, and it is the people who have built his College. It is the people who will maintain it.

Therefore, we feel that it is timely for President John Rosenkrans to report to the Eisenhower constituency — that the "adopted alumni" of Eisenhower College should be apprised of progress made, of the problems confronted and of the future envisaged — in short, where we are today — five years later.

For the Board of Trustees

Lauris Norstad
Chairman

FIVE YEARS LATER — WHERE WE ARE TODAY

To the Friends of Eisenhower College:

This is a report of the progress of Eisenhower College in the five years since the first freshman class arrived on campus.

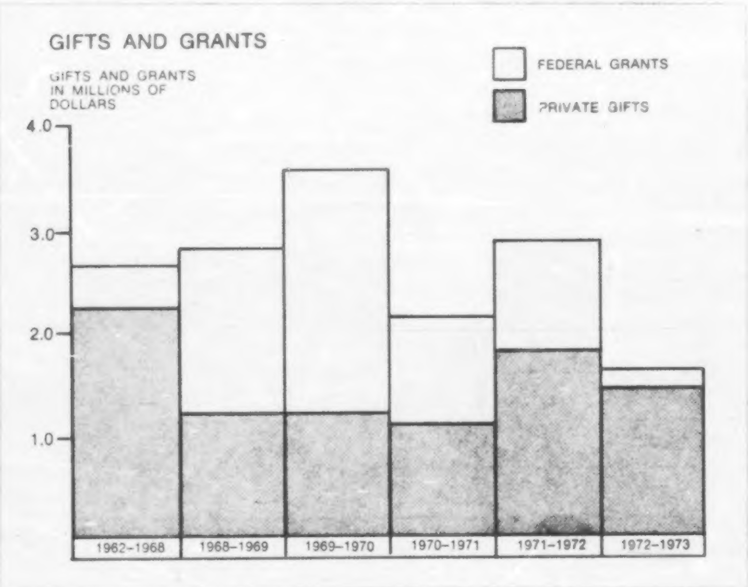
It is a review of our stewardship which we feel is due our supporters, our students and the academic community. It seeks to describe the advances that have been made academically and in the physical plant; to appraise the financial position and the future of your adopted college.

The story of Eisenhower College would be incomplete without remembering that hot September day in 1965 when General Dwight D. Eisenhower presided at the ceremonies breaking ground for the College that bears his name.

It was "Eisenhower weather" — clear, and sunny. As the General spoke, his enthusiasm spilled over to the thousands who had assembled for the occasion. The spirit of dedication that the General expressed at that time was contagious. It provided the impetus for the commitments made that day — commitments that have grown and strengthened with the years.

In less than three years from groundbreaking the Charter Class was welcomed to the Seneca Falls campus. On its 272 acres were only four residence halls and an all-purpose building that housed classrooms, laboratories, faculty and administration offices, dining room and a lecture theatre.

When the class graduated four years later, the physical plant included ten residence halls, Mamie Doud Eisenhower Hall, the Administration Hall, Slater Library, and a temporary all-purpose gymnasium and is capable of accommodating



BEST COPY AVAILABLE

1060 students. Indeed, the plant is complete for the present size student body except for a permanent and adequate physical education facility.

The best mark of its progress, academically as well as organizationally, is that just four years and three months after the College opened, it received full accreditation — record time for any college.

Through June 30, 1973, the College received $8,987,162 in private gifts. An additional $6,200,167 in U.S. Government grants brought the total to $15,187,329. Today our physical plant is valued at $18,674,441, over 45% of which has been paid for during the five-year period — a feat which should be the envy of any property owner, corporate or individual, who has had to amortize a mortgage.

Just where are we today — how far advanced from our beginning?

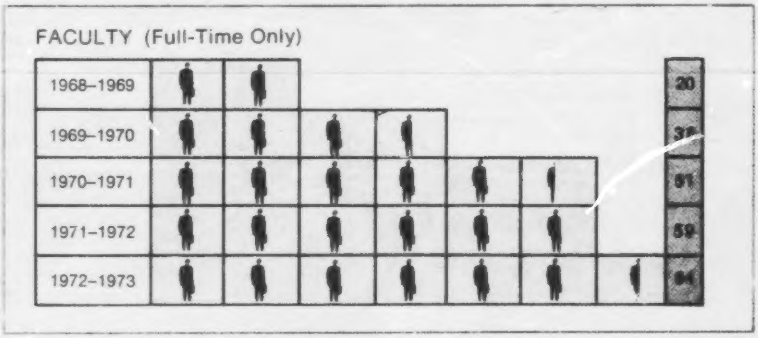
The Concept

Before anything else was done, the founders of Eisenhower College recognized that they must have an academic philosophy to warrant establishment of a new College. To create a new institution solely to memoralize an individual would be a hollow purpose. It must provide not only quality higher education but also offer a different approach to the art of learning.

It was General Eisenhower who indicated the course that the College has followed. He had a tremendous faith in the place of liberal arts in the educational system; believed firmly that the "rural areas" were the natural locale for an undergraduate college and, above all, was convinced that an understanding of world affairs was indispensable to the citizens of Tomorrow. With these as guidelines, the program of World Studies, demanding in its interdisciplinary approach, evolved, combining to give Eisenhower a distinctive curriculum unlike that in any other American College.

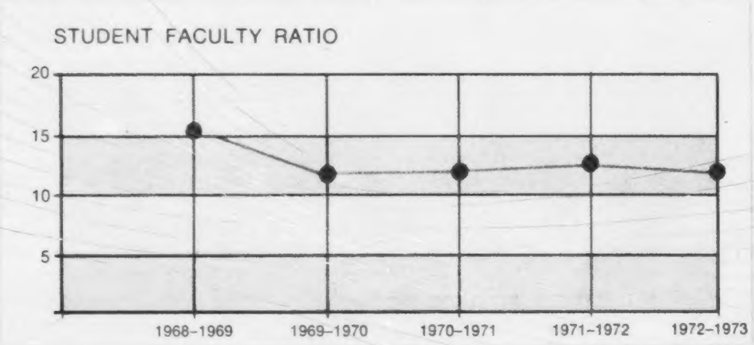
The Faculty

But no program is any better than those who interpret it for the students and transmit it to them. The faculty members of Eisenhower were drawn from major colleges and universities throughout the nation and from overseas. Indeed, a large percentage of our teachers are natives of other countries or have taught abroad. They were attracted by the challenge which the Eisenhower concept presented and by the opportunities afforded them for innovative teaching and the perfecting of their own knowledge as they fully developed the curricular concept.



There are 64 instructional faculty members, each proud of hard won expertise in his or her own discipline, as well as the capacity to communicate both knowledge and scholarly curiosity to the young men and women in his or her charge. In these five years, the faculty has won the respect of the students, inspiring them to learn and to profit from their undergraduate years. Without exception, members of the faculty have given wholeheartedly of their time, not only in the classroom, but in personal, academic and career counselling. One can only wish that it were possible to chart the growing commitment of the faculty to the student body. It would certainly present a most impressive picture.

It is the faculty which has developed and implemented Eisenhower College's curriculum and, by working together, has made effective the interdisciplinary approach to the study of the various cultures from prehistorical to present times.



Academic Recognition

The Absolute Charter granted to the College in June, 1966 by the Regents of the State of New York, was an early mark of recognition. New York State endorsement of the College program further evidenced its certification of all the courses and academic disciplines.

Since receiving full accreditation, Eisenhower College has been voted membership in the American Council on Education, the Association of American Colleges, Inc., the National Collegiate Athletic Association, and the College Entrance Examination Board.

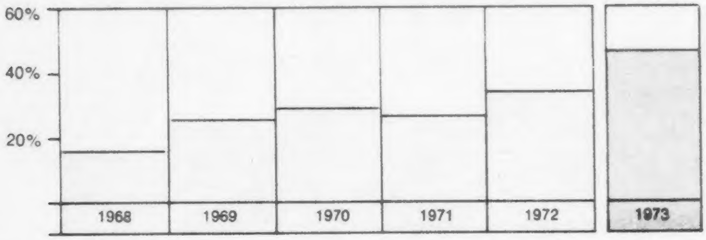
Through the active participation of its administration and faculty, the College has been welcomed to membership in the Rochester Area Colleges, Inc., a cooperative group of fifteen colleges and universities organized to develop methods and programs leading to economies and improved student offerings through sharing.

The Students

The young men and women who enrolled in the first classes at Eisenhower College were academic pioneers in the truest sense. They were entering a new college which could not receive accreditation until after they had graduated. But the opportunity of participating in the challenging and exciting Eisenhower program was incentive enough.

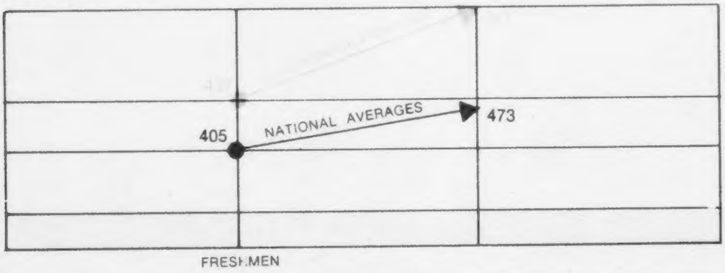
As it developed it was these students, together with an inspired faculty, who teamed up to achieve accreditation in the shortest possible time.

PERCENT OF FRESHMEN IN TOP 1/5 OF SECONDARY SCHOOL CLASS



There were 304 students in the class that entered Eisenhower in the Fall of 1968. They knew they were pioneers; their enthusiasm combined with self-sacrifices brought them together more closely than would normally be the case. We admired their spirit but we knew that wasn't adequate by itself to establish the true style and character of the College. Without the example of upper classmen to demonstrate the academic seriousness of the College the faculty decided, at the very beginning, there was only one way to bring the students to recognize that positive standards must be met, involving quite different decisions than any they had ever made. With deliberateness, all who shared lack of purpose or had inferior records were dismissed or counselled to leave the College. As a result, attrition was high; indeed, less than one-third of the Charter Class graduated but the standards of the College had been established so that the attrition in successive classes has been less each year — even though there is a new attitude which has encouraged mobility among college students throughout the country.

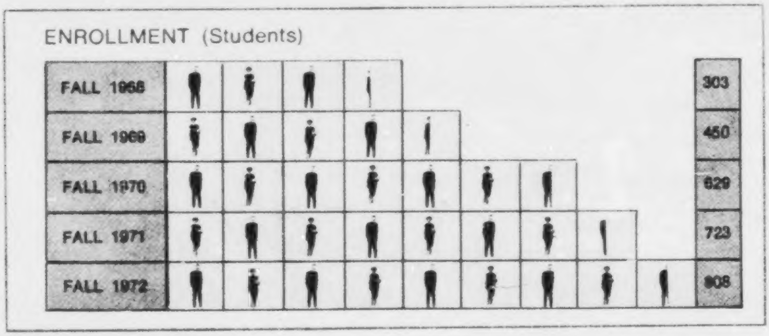
NATIONAL TEST RESULTS



Some indication of higher motivation as well as respect for academic standards may be found in the fact that 30% made the Dean's List this past Spring. As revealed in the accompanying chart, their performance, when measured against students in colleges throughout the country, is well above national averages and their newly gained competence, when measured against their record on entrance, is remarkable. Together, the students and faculty are achieving beyond any national norm.

It wasn't easy, when we were challenged to build enrollment, to declare, at the outset that Eisenhower College was not for every student, but we did, to the advantage, I believe, of all who remained and all who left. For those not able to adapt, we counselled programs better suited to their needs at other colleges or in direct employment.

The student body this past year totalled 808 who have come from 34 states and 17 foreign countries. Their backgrounds are as varied as those of the Eisenhower College constituency of friends.



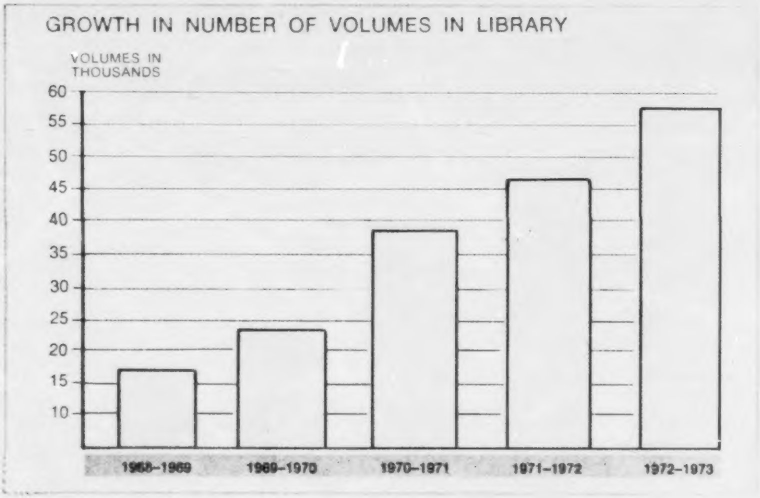
There is ample evidence that success rewards students who thrive under the intellectual rigors in the small college atmosphere of Eisenhower. Two classes have now graduated and the variety of careers chosen by our graduates has been broad. Many have been admitted to major universities to pursue their studies in law, medicine, business administration, chemistry, international affairs and a multitude of other specialized fields; others have won challenging positions in business, banking, government and service organizations.

When the College was in its conceptual stages, a goal of 1500 was established as the ideal size for the student body. This remains as the target today. We are in no hurry to reach that figure and our projections call for 900 students by the Fall of 1977 which will be the tenth class to enter the College. We will continue to demand the same scholastic quality and motivation in our students that we have from the beginning, which must automatically limit hasty expansion.

As we look back to those days when the idea of establishing a new college was first conceived, we recall that we were confronted by an entirely different situation than exists today. At that time the nation's colleges were inundated by the flood of "war babies" and there was a provable need for new colleges. Since the early sixties that picture has changed as state universities have increased their facilities and their student bodies. Other new colleges have sprung up and private institutions have expanded their plants. The competition for good students is intense.

Eisenhower College has not only held its own in this highly competitive arena, but has grown steadily, evidence of the appeal of its academic program and the magic of the name it bears.

Many comments have been received from graduates eloquently expressing their thoughts about their years at Eisenhower. Those of a magna cum laude graduate appear in the back of this report.


GROWTH IN NUMBER OF VOLUMES IN LIBRARY

The Library

During the first five years of its development the Slater Library has made significant progress toward the fulfillment of the wishes of the founders and trustees of the College — that students at Eisenhower be provided with a modern library well supplied with the books and journals necessary to the support of their academic undertakings. Happily, to forward this purpose, funds have been available to purchase ten thousand volumes annually. The handsome new library building was opened to the students of the College in January of 1972.

The development of the library's collections on a continuing and steady basis is the best assurance that we are truly responsive to the College's intellectual obligations to present and future generations of students. A basic assumption at Eisenhower is that an excellent education is impossible without ready access to an excellent library.

The Campus

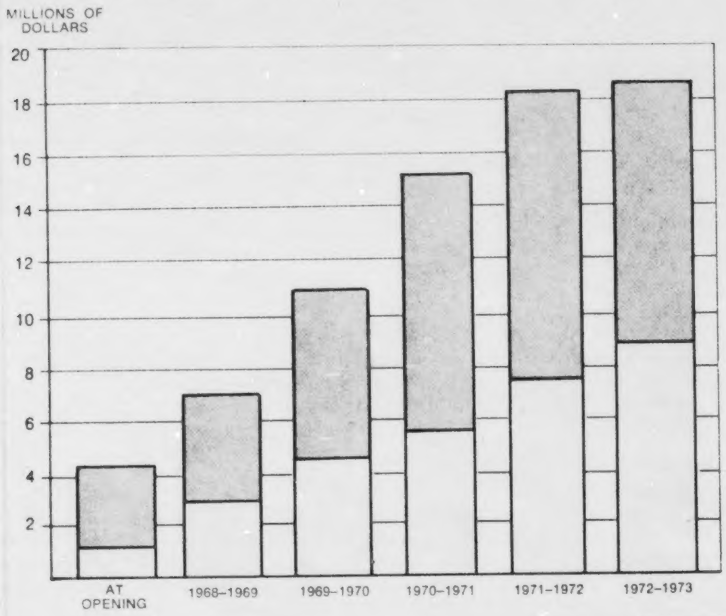
The progress made by Eisenhower College is perhaps most dramatically illustrated by the development of the campus. Eight years ago it was an alfalfa field; today ten modern residence halls, two academic buildings and a library and gymnasium form a modern academic complex along with four temporary buildings.

As previously noted, the campus today is valued at $18,674,441, in which the College has an equity of $8,487,839 — an impressive accomplishment in five years.

Of the balance, $6,777,000 represents long-term low interest loans on the residence halls which are being amortized out of room fees. These loans are no problem.

It is the remaining $3,410,000 of debt which is in short-term, high-interest obligations that represents an oppressive burden. The high interest rates and amortization payments that must be made are the principal reasons for the annual budgeted deficit which the College must balance through gifts. Once these obliga-

PLANT INVESTMENT IN MILLIONS OF DOLLARS SHOWING GROWTH IN EQUITY (in blue)



tions have been discharged we believe that the College can be placed on a self-sustaining basis. Our confidence is bolstered by having balanced the budget in the first four years of operations.

The campus today has adequate facilities to accommodate 1060 students. The proposed physical education center will complete this initial stage in the College's development. We have no plans for additional buildings and none will be considered until the funds are assured in advance.

The Constituency

Since the first million dollars was raised by the people of the Finger Lakes area, there have been numerous fund raising efforts on behalf of the College.

Indeed, a second campaign among those who originally fostered the College produced an additional $500,000, a level of support which described the full commitment of the local citizens, reciprocated each year in sincere good will and local voluntary effort by students and faculty alike as the community and the College became interdependent in cultural, economic and civic affairs.

The next was the Golden Wedding Anniversary of General and Mrs. Eisenhower. They turned their Anniversary over to the College, asking that all gifts be sent to Seneca Falls. In television, radio and newspaper interviews, the General expressed his strong feelings and dedication to the College, his hopes for its future. He thus emphasized that he had chosen Eisenhower College as his memorial.

There followed other fund raising campaigns. There was the "Tribute of a Grateful Nation"; the exhibition of "Ike" paintings and memorabilia in New York City's Gallery of Modern Art; "Golf's Tribute to Ike", and others. There was also a special $5,000,000 matching grant voted by the 90th Congress, with the support of President Lyndon B. Johnson in 1968.

All served to encourage the College's Trustees and administrative staff in their efforts. All served to demonstrate the continuing respect and admiration the people of this nation continue to have for a great leader.

Where We Are Today

We are understandably proud of the progress made by Eisenhower College in these first five years. We are grateful to the men and women, whose faith and dollars have made it possible. We shall continue to do all in our power to justify that faith.

But we would be less than frank were we not to share with you our concerns for the near future.

There is no question that Eisenhower College has earned the recognition and respect of the academic community; that its innovative curriculum and study patterns have aroused the interest and curiosity of increasing numbers of students; that its faculty has earned the respect of their peers and students. All represent a bulwark of strength for the future.

The hurdle that has confronted the College Trustees each year, in their continuing commitment to finance a fledgling independent college, has been to balance the operating budget enlarged, in these early years, by unusual obligations involved in building and operating a new college. This has meant raising funds totalling from $600,000 to $1,400,000 annually.

That is why an editorial in the Syracuse Post Standard suggesting that a portion of the profits of the Eisenhower Silver Dollar sales go to Eisenhower College caught the eye of the Trustees and friends of the College. They adopted the idea and recommended it to the Congress.

Legislation was introduced which might have brought the College as much as $20,000,000 over the years.

After passage twice by the United States Senate, in 1972 and 1973 without a dissenting vote and after being favorably reported on by the House Banking and Currency Committee and the important Rules Committee, the House of Representatives on August 3, 1973, defeated the "rule" which would have permitted debate and vote on the proposed legislation.

We were deeply disappointed that the House didn't approve the legislation. Passage would have provided stability for the College as well as solved a number of immediate financial needs. As this is written three new bills have been introduced in the House of Representatives which call for direct authorization of from $2,500,000 to $10,000,000 to the College.

While the continuing interest of Congress in Eisenhower is heartening, we must certainly recognize what we have learned of the uncertainties surrounding approval of such funds from federal sources. Meanwhile, the financial requirements of the College are immediate and the Trustees believe we must not depend exclusively upon possible government assistance to maintain a healthy financial position.

...And Tomorrow

Considering the progress made in the comparatively short span of five years, the requirements we face today must seem modest and the goal we have set certainly not over-ambitious.

96

There is, for the last time we trust, an anticipated deficit of $800,000 that demands first consideration. Then there is the $3,410,000, which would permit us to pay off all of our short-term loans and eliminate thereby $495,000 in interest payments annually from our budget. As you can see this accounts for over half of our projected deficit, the balancing of which is totally dependent on gift income. With renewed gift support these problems can be treated for what they are — temporary, although serious, obstacles to meeting the high hopes of the College.

With your support in time, effort, money and dedication we have come a long way. While we shall welcome government aid as evidence of a nation's "Tribute to Ike" we will always remember that his College — his National Memorial — was made possible by the people he served and loved. And in the end it will be the people who will underwrite Eisenhower College's future — who will assure its continued growth and ever-greater contribution to young people and through them to the cultural, civic and intellectual life of our nation.

It is this five-year record of steady growth born of unselfish and unstinted loyalty and dedication that encourages us to look forward to the next five years with a full heart.

Certainly the days of trial are not behind us; there are and will be other challenges to be met, obstacles to be overcome. But each succeeding day each problem resolved, however small, serves to smooth the road ahead.

The first five years have been deeply rewarding — by the end of the first decade we should realize complete fulfillment of the Eisenhower dream — a vibrant, vigorous, creative self-sustaining institution; worthy of the man whose name it bears.

Respectfully,

John Rosenkrans

John Rosenkrans

October 5, 1973

A Graduate's Comments About World Studies At Eisenhower College

The following responses from William Kenneally '73, now a first year student at the Columbia University Law School, show the impact of the World Studies Program, especially its first year, on one incoming freshman and the lasting effect that it had on his educational development. In his reaction we find endorsement of Eisenhower College's claim that liberal, general education — in the new form that Eisenhower College has developed, dealing with Eastern as well as Western Civilization, — is an excellent kind of education for today's young people, providing as it does a meaningful framework and methodology for their total education, undergraduate and graduate, and for an educated response to life itself.

What effect have you noticed in terms of your plans (personal development) as a result of the interplay of disciplines through World Studies at Eisenhower?

The World Studies program has influenced my personal development in several ways. First, it has had an effect on my academic interests. When I came to college I felt some pressure to specialize in my area of interest as soon as possible in order to be prepared for a career. At that time I viewed World Studies as a way of providing me with some intellectual breadth. As my education progressed, World Studies began to interest me more than my original area of interest. The relative merit of different ideas in different cultures at different times, as expressed in literature, philosophy, art, music and social science, captured my attention.

In an effort to synthesize the material I was exposed to, I chose to concentrate in a field other than my original area of interest. Later, due to the same motivation, I chose to add a concentration in another academic field. The lesson I learned from World Studies is clear. No field of knowledge can stand aloof from the others.

The second way the interplay of disciplines in World Studies affected me is the intellectual method I developed in response to World Studies. This method is a way of looking at a problem that attempts to exhaust the different perspectives of perceiving it. The use of this method provides a more complete and sophisticated understanding of problems than most people seem to have. I believe that it was the interdisciplinary nature of World Studies that was responsible for my development of this method and that this method is the most valuable part of my education.

At any point were you concerned about the extreme breadth and how this was going to affect you?

The extreme breadth concerned me with reference to two issues. One was the relevance of the early part of the program. The second involved the trade off of extreme breadth with my chosen area of concentration. The first concern was due to the geographical range and temporal distance of the material covered by the freshman curriculum. At that time it was difficult to see the relevance of ancient Chinese and Indian culture to present problems. It was not until I was well into the program that I saw the significance of the early material. The significance was in using that material to compare and contrast western civilization and also to understand the contemporary eastern world.

My concern over how much specialization in my concentration was being sacrificed for the breadth of World Studies remained until the end of my undergraduate career. My doubts were removed by my evaluation that I was exposed as fully to the content of my disciplines within the World Studies as any other undergraduate at another institution in purely disciplinary studies. The fact that electives in the student's concentration are often delayed until the junior and senior year contribute to this concern. It is understandable that a feeling of mastery of material does not come until late in the senior year.

Where are the demands in the program and what helps one cope with those demands?

I think that the intellectual balancing of all the required subjects is the major demand of the program. Often it is difficult to keep the subjects distinct. Certainly the integration of subjects is important and desirable, but it has to be done properly. Subjects cannot be thrown together haphazardly and the result expected to be meaningful.

I found coping with this demand to be challenging and interesting. This is where creativity and individual thinking are emphasized. This is where the student can get the most out of the World Studies education.

Do you feel that as a result of the program you are prepared for other areas beside law school?

I think that I am prepared for a wide range of activities. I mentioned previously the intellectual method that I have developed. I think that this method is a valuable asset for any kind of endeavor. Education as a method is far more important than education as a content. A method is useful in dealing with new problems while a content is limited to old problems. The person who possesses the method of education can be trained for a specific task and use the method in his performance of it.

In your relationship with the faculty, do you feel that people really knew you and expected certain things of you because they saw you perform in World Studies? And how has it affected you as a student?

My experience of being in contact with certain faculty has been tremendously important to my intellectual development as well as my personal development. I have been able to discuss at great length outside of class the implications and significance of ideas presented in class. I have also been able to maintain over the four years contact with certain faculty. This has enabled me to relate to them developments of ideas I had been concerned about during earlier points of our association. Since they were familiar with the ideas, their comments have been valuable.

In discussions with faculty outside of class, I have been able to witness how they apply the concepts they teach to their own lives and the issues of the day.

When I came to Eisenhower there was an emphasis placed on the accessibility of the faculty. I have found this to be more than true. The quality of my education is due to a great extent to personal contact with members of the faculty.

PREPARED STATEMENT OF PRESIDENT JOHN ROSENKRANS, PRESIDENT, EISENHOWER COLLEGE

Mr. Chairman and members of the committee. I am John Rosenkrans, President of Eisenhower College. Both personally and for the Trustees, Faculty, Student and Staff of Eisenhower College I am deeply grateful for this opportunity to present what we believe are the reasons that the proposed legislation merits your consideration and, I trust, your favorable vote.

On December 8, 1961, General Eisenhower was first made aware of the idea of a new college being named for him in Seneca Falls, N.Y. In the months that followed, before giving his approval, he cited only one serious question about the idea—was it possible to raise the necessary funds to insure its launching and sustained viability as a college of quality?

During that period he had been satisfied as was his brother, Dr. Milton S. Eisenhower, that the college would serve a purpose larger than, to him, a mere memorial.

When he gave his approval it was unqualified in every way except to state that he, of course, could not seek gifts for something in his own name. As we had reassured him on numerous occasions, that was not our expectation. As it proved out, though, in the years before his death he and Mrs. Eisenhower made numerous generous gifts to the College and did offer their personal endorsement and participation in a number of our special purpose fund raising campaigns..

Of all these convincing acts of commitment, two were unusually dramatic: In 1967, following a successful exhibition of his paintings and memorabilia in New York City, for the benefit of Eisenhower College, he consented to the sale of reproductions of his paintings. In modesty he had belittled the quality of his paintings but agreed "only if it can help the College"

One of his last decisions, not one that he had to be persuaded to do as it was his own idea, was to turn over his first "Atoms for Peace Prize" of $50,000 to the College which had been awarded to him a short while before his death.

Of even greater importance, at te start, General Eisenhower asked some of his friends to accept election to the College Board of Trustees—a matter, as it has proven in so many cases, of incomparable significance in our having been able to open the College in 1968 and to have succeeded in creating a college of uncommon spirit and curricular distinction.

In my association with Eisenhower College since 1961, first as a volunteer, and for the past eight years as President, I have been privileged to work with volunteers and professional colleagues of high purpose whose objectives has been to build a college which would enrich the higher educational offerings of the country, rather than to create just another college, and to do justice to the challenge of creating a true living memorial to a man who had won the devotion and affection of peoples in this country and throughout the world.

We have ample testimony from him and from Mrs. Eisenhower that he greatly admired the progress we made during his lifetime. Indeed, we know from those close to him that the College was peramount in his thoughts during his last illness. Without question, the College had fulfilled many of his wishes, so it is properly described as his National Memorial, comparable to the memorials in Washington D.C., to other great Presidents except that President Eisenhower deliberately chose this college during his lifetime rather than to permit others to design a stone monument to be erected after his death, a thought which really upset him. The designation of National Memorial was recognized by the 90th Congress when, for the first time, the Congress approved a memorial to a President during his lifetime.

Let me highlight, briefly, what we consider to be the accomplishments of the College before I comment on the character of the academic program. At the end of five years, I am proud to state, Eisenhower College has:

(*a*) Attracted an outstanding faculty whose career aim is to teach undergraduates.
(*b*) Built a campus valued at $19,000,000.
(*c*) Created a distinctive, quality academic program.
(*d*) Enrolled over 800 students.
(*e*) Achieved a growing national reputation.
(*f*) Earned full accreditation in the shortest possible time.
(*g*) Enlisted the gift support of tens of thousands.
(*h*) Graduated two classes.
(*i*) Operated "in the black" for the first four years.
(*j*) Won the approval of Mrs. Mamie Doud Eisenhower, Dr. Milton S.

Eisenhower, Ambassador John S. D. Eisenhower, Mr. David D. Eisenhower II, the close friends and countless admirers of General Eisenhower, as well as educational leaders in State and Federal agencies and in other institutions.

All of this has been presented in greater detail in a five-year report which I have just sent to all of the freinds of the College as well as to each of you.

The facts which are revealed in that report document substantial progress in all aspects of the College, yet I know, too well, that private gift funds, generously given by so many, have not been adequate to do what we believe is necessary, not in extravagance, but in living up to, as well as we can, the standards President Eisenhower stood for in his personal life and what he expected of our performance when he gave us his name.

His only question in 1962, concerning the financing of the College, had been answered reassuringly by the founding committee as, at that time, there was great need for new places in College for aspiring young people. We believed that the College would attract gifts and students to the point of full underwriting of the College. As you are aware, the intervening years have brought marked chages in the increased availability of college places for students. In terms of gifts we have not been able to persuade individuals to make the six or seven figure gifts we need. This reluctance is due, we are told, to the obvious uncertainty of the future of the College. Unfortunately, the total involved in the thousands of smaller gifts from around the world could not make up for the lack of major gifts.

While General Eisenhower's basic question was a far-sighted one, we, too, had weighed all of the implications of that question with the key educational leaders of the state and nation and, on their advice, we proceeded with a conviction that it was a feasible enterprise.

Evenmore, all of my colleagues and I have proceeded with conviction regarding the high value of the College, both as a creative academic center and as the most fitting memorial to Dwight David Eisenhower. The College's accomplishments would not be as great if there had not been a sense of mission since the very beginning.

This sense of mission was inspired by the General's views as he, in modestly, spoke at the College groundbreaking ceremony in 1965:

"This is an honor that will be prized by me every day of my life, for I can think of no greater monument to any man than a college bearing his name; an institution which will be a vital, vigorous champion of freedonm through proper education."

The College, in so many ways, is the fulfillment of what he had espoused throughout his adult years with regard to the needed enlargement of educational opportunity and to the development of ways of bettering world understanding, subjects on which he spoke on many occasions. Eisenhower students, believing in him, have posted quotations of the General about the College campus to demonstrate how closely allied were his and their views. One such quote from his inaugural address as President of Columbia University stressed his belief in "general education":

"At all levels of education we must be constantly watchful that our schools do not become so engrossed in techniques, great varieties of fractionalized courses, highly specialized knowledge, and the size of their physical plant as to forget the principle purpose of education itself—to prepare the student for an effective personal and social life in a free society. From the school at the crossroads to a university as great as Columbia, general education for citizenship must be the common and first purpose of them all".

In 1959, at the White House, before a group of International Educators, he argued for better world understanding as he did with such sincerity before many audiences:

"We shall not be serving mankind well if we become obsessed with just the business of putting new satellites into orbit—so obsessed that we overlook the fact that we have some real problems left right here on earth.

We need to put new ideas—and more of them—into orbit. And we must use every resource at our command to see that people everywhere achieve greater understanding of each other before it is too late."

Both of these themes are integral parts of the educational philosophy and program of Eisenhower College, clearly evolving from his beiefs and which he approved as the curricular foundation of the College.

In the Founder's prescription of an international outlook, they meant that the Eisenhower graduate should be prepared to live within an international community, which would require that he or she be familiar with the "politics, economics, religion, industry, commerce, ambitions, and needs of other peoples", to be prepared to "live understandingly with men of different countries and different cultures". Such international interest and understanding would involve all the academic areas, would cross disciplinary lines, and would be reflected in the lecture series, concerts, artistic exhibtions, and extra curricular activities.

In essence, then, the objective of the College that the student would achieve knowledge of the peoples of other cultures and nations would be met by a program (both academic and non-academic) which would make him familiar with the achievements of man—not only Western man.

The means to this end is the Eisenhower College World Studies, an interdisciplinary required program for all students. It was created in order to guarantee an essential breadth required of a truly liberal education. That it has succeeded may be seen in the remarks of the Bureau of College Evaluation of the New York State Education Department after its 1969 visit to the campus:

"The World Studies program distributes the students' attention widely by its stress on major concepts of life in this world. Unlike many such integrated programs, its careful planning and staffing nourishes a well coordinated course of study that the students respond to despite its rigorous demands. . . .

. . . "It was refreshing to witness the students' pride in their belief that they had a wider exposure to broad readings and concepts than did their peers from other colleges with whom they exchanged views during vacation periods. The students rate their faculty high in competence, quality, concern, interest and helpfulness."

World Studies is probably the only full four-year required general education program of its kind in any college or university in the world today. The arts, politics, religions, sciences, philosophies, economies—in short, the cultures of peoples from every continent, and from the days of the mammoth and the sabretooth tiger to the space stations of today—are woven into a background for perspective. From this new perspective the Eisenhower graduate can examine the cause and effect relationship of the problems which each generation, without cynicism or hopelessness, must expect to inherit. This is a perspective for dynamic leadership, which must come from an individual's capacity for empathy.

The syllabi for World Studies, which have been painstakingly prepared by the carefully selected faculty of the College, have been requested by scores of educators and colleges for use in studies they are undertaking toward revision of their general education programs.

In designing its own approach to "general education", the faculty of Eisenhower College must admit to an advantage in not having to fit this highly coordinated core into the cracks and crannies of an existing four-year curriculum. Starting with World Studies, it was easier to build a general education program. Concentrations have had to build around World Studies instead of the usual patterns to find room for general education courses. This reflects our philosophy that as each discipline adds to its field of knowledge, more should be extracted from each discipline and be added to general education requirements, rather than that general education should be cut back so that disciplinary specialization can begin at an earlier level. In the 1972 report from An Evaluation Team representing the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, a report which led to the granting of full accreditation to Eisenhower College in the shortest possible time for any college, the following is excerpted:

"World Studies and Eisenhower College are almost synonymous. More effort has been invested in World Studies than any other and all other parts of the curriculum. This investment has paid off in the creation of a commanding idea which is well executed. For an academic program, World Studies is well-tuned mechanism. . . . World Studies as general education is well packaged, well run, and well directed."

Revealing as my comments and my five year report may be as to the character and quality of the College, and I hope you find them to be so, none of the Trustees, Administration or Faculty or outside evaluators can have as clear a perspective as a current student or recent graduate. On behalf of the current Student Senate I have brought a statement signed by all of them. It is attached as Appendix A.

Because I admire his clarity and his grasp of what he obtained at Eisenhower I included in my five year report some words of a 1973 graduate who is now a first year law student at Columbia University:

"The World Studies program affected my personal development in several ways. First, it affected my academic interests. When I came to College, I felt pressure to specialize in my area of interest, and I viewed World Studies simply as a means of providing me with some intellectual breadth. As my education progressed, World Studies began to interest me more than my original career field. The relative merit of different ideas in different cultures at different times—as expressed in literature, philosophy, art, music and social science—captured my attention. In an effort to synthesize the material I was exposed to, I chose to concentrate in a different field. Later, because of the same motivation, I added a concentration in still another academic field. The lesson I learned from World Studies is clear: no field of knowledge can stand aloof from the others.

"Secondly, and more importantly, World Studies helped me to develop an intellectual method of thinking through and evaluating any problem area. Through this method of think, I attempt to exhaust the different perspectives of perceiving a problem. I believe that it was the interdisciplinary nature of World Studies that was responsible for my developing this system and that this method is the most valuable part of my education.

"I had two concerns about the World Studies program. First, it was difficult for me to see the relevance of ancient Chinese and Indian culture to present problems. It was not until I was well into the program that I saw the significance and value of the early material.

"The second concern was whether I was sacrificing specialization in my concentration to attain the breadth of World Studies. This concern remained until the end of my undergraduate career, and then my doubts were removed when I discovered that I had been exposed to the content of my academic concentration to as great a degree as an undergraduate would be at any other institution.

"Because of World Studies, I think I am well prepared for a wide range of activities. I mentioned earlier the intellectual method of problem analysis that I had developed. I think that this method is a valuable asset for any kind of career or profession. Education as a method is far more important than education as a content. A method is useful in dealing with new problems whereas content is limited to old problems. The person who possesses the method can be trained for any specific task and use the method in the performance of that task.

"World Studies brought me into almost daily contact with certain faculty members during my four years at Eisenhower. This was a benefit that has been tremendously important to both my intellectual and personal development. Outside of class I have been able to discuss, at great length, the implications and significance of ideas presented in class. Through contact with the faculty outside of class, I have been able to witness how my professors apply the concepts they teach to their own lives and to the issues of the day. The quality of my education is due to a great extent to the daily accessibility of the Eisenhower faculty."

And, I would like to quote the words of a young lady, written three months after graduation, who was hired for an administrative post in one of the major U.S. electronic corporations. These words are part of a much lengthier favorable appraisal:

"Eisenhower affords the prospective student an opportunity to study the history of man in depth, unequalled by any other college and uncomparable to any other curriculum. None have been more critical of the World Studies program at Eisenhower College than we ourselves—faculty, students and administration. But our criticisms served to improve, refine, and redefine the curriculum, not to undermine it. Those who criticize externally do so out of ignorance and an inability to comprehend the scope of educational benefits derived from the curriculum.

Alexander Pope, in his *Essay on Man*, decried that "the proper study of man is mankind." One cannot come to understand unless one comes to ascertain a knowledge of "historical man." We are indeed contemporary man, faced with the dilemmas of twentieth century ailments, problems, and conflicts. But we are, nonetheless, the sum total of our evolutionary past—historically, physically, and culturally. I will not suggest that Eisenhower College has discovered the secret prescription that will remedy the illnesses that beset our world and plague our society. Nor does Eisenhower College offer the preventive injection that will protect us from the perilous questions of tomorrows. The intellectual strengthening of mind, however, does provide the Eisenhower College graduate with one additional tool with which to meet the challenges of the environment. In dealing with the contemporary issues or futuristic speculations, the attitude is mature, responsible, and rational.

The World Studies curriculum was greatly enhanced by the array of nationalities represented in our faculty. The advantages of such arrangements were many sided. In the study of the historical events and heritages of other peoples, one was the same time exposed to current representatives of that international diversity. Added meaning was given to cultural importances and cultural differences. But of integral importance was the opportunity to see the world through the eyes of someone else. Our perceptions broadened to encompass the "human dilemmas." A depending level of "compassion", aspiring to the heights of understanding, replaced the realms of cultural ignorance that one masked our eyes".

Although it is hardly comprehensive, I do want to offer comment on the results of the educational process at Eisenhower. Students in the Class of 1975, as in the earlier Classes, demonstrated they are learning. Compared with their performance as Freshmen, the students made substantial gains on each section of the the Sophomore year, their mean score was in the top 16%.

The mean score for the entering Class in September 1971, was in the second third of students tested nation-wide in the social sciences. By the last month of the Sophomore year, their mean score was in the top 16%.

The mean score in the humanities for this class, when entering in 1971, was in the second third of the students tested nation-wide. By the end of the sophomore year, this class had a mean score placing it in the top 8% of all students tested in the United States.

Likewise, the entering class in 1971 scored a mean in the natural sciences in the second third of all students tested in the country, and finished the Sophomore year with a mean in the top quarter.

As one might expect from such a broad educational background our graduates of the classes of 1972 and 1973, in addition to career placement in major banks, corporations, service and governmental agencies, have been admitted to over 30 distinguished graduate or professional schools.

Assets of the College—in spirit, faculty competence and commitment and student desire—are too intangible to measure yet they are the living aspects of this Memorial.

Realistically, the tangible assets govern what can or cannot be done. They are:

(*a*) Most important, the Slater Library houses 57,000 volumes in a newly selected collection to serve an internationally oriented curriculum. Plans call for 250,000 volumes eventually, increasing each year by approximately 10,000 volumes.

(*b*) Valued at $19,000,000, the campus, on 272 acres overlooking Cayuga Lake, includes ten residence halls; Mamie Doud Eisenhower Hall, the principle academic building; the Administration Hall; Slater Library; a temporary all-purpose gymnasium; the Red Barn: a recreation center converted from an old, farm barn; and three temporary small art and music studio buildings.

(*c*) Through June 30, 1973 the College received $8,897,162 in private gifts, only 14 of which exceeded $100,000. Federal grants, including the $5,000,000 matching grant approved by the 90th Congress and President Johnson, adds $6,290,167, making a total of $15,187,329 in gifts and grants.

The College has an equity in the physical plant of over 45%, a wonderful accomplishment in the short period of time since the College opened.

All of this sound positive and it is very positive. However, the College had anticipated 827 students in the current academic year which commenced on September 10, 1973. Whether it results from uncertainty about the future of the College or personal economic restrictions, the College opened the academic year with 760 students, projecting an operating deficit of $860,000. This operating deficit results from, in large measure, the determination to build a new college with modern, although not extravagant, facilities and the related high interest rates on our short term debt.

We have immediate capital budget problems. As a result we are now involved in our fourth major fund raising campaign. Its emergency purpose is to underwrite the operating deficit and to meet our short-term capital obligations totalling $3,410,000.

In total candor, it hardly seems possible to raise a sum of $3,410,000, given the attitude of prospective donors as they question the uncertain future of the College. Even if all of this sum were obtained in the next few months Eisenhower College would have just caught up with the past and still would face an annual operating deficit exceeding $400,000.

In facing reality of the College's financial imperatives I propose that a grant of a minimum of $10,000,000 be made to Eisenhower College. Appendix B details how the sum would be allocated in meeting our immediate needs and in providing for the future. I link the present and the future in this appeal for assurance of long range viability is fundamental, in my judgment, to the concept of a living memorial. Appendix B also documents our ten year income and expense projection, incorporating therein an anticipated endowment income on $6,600,000.

Congress can guarantee this viability by providing a grant which both satisfies the immediate funding and offers basic endowment, the annual income on which would insure the survival of Eishower Collge including the following beneficial results:

1. The strengthening of the World Studies Program, the most distinctive aspect of the entire College, to enrich the intellectual offering for all students of the College.
2. A greater intermix of international students whose financial aid needs generally are greater than those from America.
3. To permit the College to redirect its program of scholarships to the sons and daughters of persons who have given distinguished service to the nation, as now offered by Eisenhower College to the sons and daughters of recipients of the Congressional Medal of Honor. It would be particularly meaningful to make scholarship provision for the children of deceased government civilian, military and foreign service personnel, families whose dedication to their country had the deep respect of General Eisenhower.
4. To expand the program of Artists and Lectures—to bring to campus those persons most competent to comment on the international political, social, economic and cultural condition—to complement the classroom experience in both an historical as well as topical presentation. (While we have had many impressive personalities as campus lecturers, we propose in Appendix C a program of substantially larger scope.)
5. To involve in the ongoing College "dialogue" the prominent living personalities who were close to General Eisenhower, as described in Appendix D.
6. To effect a closer relationship with the Dwight D. Eisenhower Library of Abilene, Kansas as described in Appendix E.

The progress of Eisenhower College to date and its obvious promise for the future justifies the pride of all concerned. However, without such a grant from Congress we cannot be optimistic about receiving major private gifts, nor, as a result, can we be optimistic about the future of this memorial as a living institution.

Mr. Chairman and members of the Committee, testimony underscoring General Eisenhower's own commitment to the College as well as its accomplishments have been presented to the Congress in earlier hearings. May I present, therefore, without reading each of them, out of respect for your time, quotes from statements by Mrs. Mamie Doud Eisenhower, Dr. Milton S. Eisenhower, Ambassador John S. D. Eisenhower, General Lauri Norstad, Mr. George Meany and the Honorable Robert B. Anderson. They are attached as Appendices F–K.

With General Eisenhower's clear preference and approval of the academic emphasis on international studies with a liberal arts curriculum, all who have been involved in the planning and building of Eisenhower College see our role as one to make a creative contribution to the strengthening of the liberal arts and of general education.

Many outstanding educators in recent national meetings have described the neglect of "general education", yet this was our concern in discussions with General Eisenhower as long ago as 11 years. Accordingly, we are playing our part in reasserting the fundamental aspects of general education and the liberal arts for students who seriously want an excellent broad education as foundation for their careers and their lives.

A number of very distinguished Americans have shared in this most satisfying, although challenging, responsibility to fulfill a promise to General Eisenhower: to build a college of which he could be proud, as its namesake, for its performance with young people.

We believe however, in consideration of all of the changing circumstances since the opening of the College, that more has been accomplished than anyone could have expected in such a short time. Financing, consistent with our pledge to create a living memorial, remains as our only serious hurdle.

We now have no choice, in order to fulfill that pledge, but to ask each of you to see this College in its larger, national function. This is not special pleading for just another college which might not deserve to live; our request is based on proof that this highly respected living memorial to the 34th President of the United States has been established and deserves the respect of all Americans.

I will close by referring to my earlier testimony to the Special Subcommittee on Education in 1968. In response to a question, I stated that the College would not return to Congress for funds beyond those granted by the 90th Congress. I submit that that assurance was given by me in good faith. My belief had been that we would not need to return. All of us would prefer that it wasn't necessary but this testimony today, I hope, demonstrates that this new request is unavoidable if Eisenhower College is to be assured financial viability, immediately and for the long run.

Thank you, I am indebted to you for providing me and my colleagues this opportunity to declare the special reasons which justify added support of Eisenhower College by the Congress.

APPENDIX A

TESTIMONY OF PRESIDENT JOHN ROSENKRANS OF EISENHOWER COLLEGE

To the Honorable Members of the 93rd Congress of the United States. As the representative body of Eisenhower College's students, we urge you to consider favorably the legislation which will provide funds to underwrite the future of this College, the National Memorial to Dwight David Eisenhower. Our College is a particularly apt choice: its stated purpose is to uphold the principles and patriotism that Eisenhower embodied. A former university president himself, the General avidly participated in the founding and early days of the College.

Today after four years of maintaining a balanced budget, Eisenhower College is in danger of succumbing to the pressures of inflation and a national decrease in the number of college bound students. Because we are only in our sixth year, we have little endowment and no alumni funds to rely on, unlike most established colleges.

We have proven our academic mettle; classes at the sophomore level here typically have Undergraduate Record Examination scores better than those of sophomores across the nation. Our sixty faculty members were chosen because they wanted to teach undergraduates. Virtually all students agree, they are competent and extremely accessible. We were accredited by the Middle States Association shortly after our first graduation—fully two years sooner than most colleges.

We are asking you to consider Eisenhower College as not just another one of the many financially pressed centers of higher education in the country, but as a unique and inspired institution; in terms of our forthright dedication to the perpetuation of General Eisenhower's values and patriotism, our extraordinary academic program—praised by the student for its breadth and international outlook, and our status as the National Memorial to the 34th President of the United States.

Respectfully submitted.

MICHAEL A. LONGYEAR, *Chairman.*

BEST COPY AVAILABLE

Mindy Pitcoff
Treasurer

Karen Lee Beshar
Senator

Gordon F. Henderson
Senator

Barbara J. Sergey
Senator

[illegible]
Senator

Bert Peter Karlin
Senator

Richard A. [illegible]
Senator - Rep class of 73

Hope Geisler
Senator

Craig D. Thibaudeau
senator

Patrick S. Massaro
- Senator -

Michael E. Frank
- Senator -

Jeanette L. Dickerson
senator

Carmen Maria Smith
Senator

Elaine Briceland
Senator

Kevin Rafferty
Senator

APPENDIX B

EISENHOWER COLLEGE

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
ENROLLMENT PROJECTIONS[1]											
Fall semester:[2]											
Freshman	276	268	251	280	283	284	278	291	295	297	297
Sophomores	212	210	205	192	214	216	216	213	221	225	226
Juniors	138	176	175	171	160	178	179	179	177	183	187
Seniors	137	121	154	154	150	141	156	157	157	155	160
Total	763	775	785	797	807	819	829	840	850	860	870
Less juniors abroad	13	15	15	17	17	19	19	20	20	20	20
Total on campus	750	760	770	780	790	800	810	820	830	840	850
Spring semester:											
Freshman	248	241	226	252	255	255	250	261	265	267	267
Sophomores	196	194	190	178	198	199	199	197	204	208	209
Juniors	131	167	166	162	152	169	170	170	168	173	177
Seniors	134	118	150	150	146	137	152	153	153	151	156
Total	709	720	732	742	751	760	771	781	790	799	809
Less juniors abroad	13	15	15	17	17	19	19	20	20	20	20
Total on campus	696	705	717	725	734	741	752	761	770	779	789
CHARGES—PROJECTIONS											
Tuition:											
Fall	1,330	1,430	1,540	1,600	1,650	1,700	1,760	1,810	1,870	1,920	1,980
Spring	1,070	1,170	1,260	1,300	1,350	1,400	1,440	1,490	1,530	1,580	1,620
Total	2,400	2,600	2,800	2,900	3,000	3,100	3,200	3,300	3,400	3,500	3,600
Percent increase		(8.33)	(7.69)	(3.57)	(3.45)	(3.33)	(3.23)	(3.13)	(3.03)	(2.94)	(2.86)
Average increase	5.00										
General fee:											
Fall	83.25	83.25	83.25	83.25	83.25	83.25	96.25	96.25	96.25	96.25	96.25
Spring	66.75	66.75	66.75	66.75	66.75	66.75	78.75	78.75	78.75	78.75	78.75
Total	150.00	150.00	150.00	150.00	150.00	150.00	175.00	175.00	175.00	175.00	175.00
Percent increase							(16.67)				
Average increase	1.67										

Board:											
Fall	405	435	450	465	480	480	455	495	510	525	540
Spring	270	290	300	310	320	320	330	330	340	350	360
Total	675	725	750	775	800	800	825	825	850	875	900
Percent increase		(7.41)	(3.45)	(3.33)	(3.23)		(3.13)		(3.03)	(2.94)	(2.86)
Average increase	3.33										
Room: Single:											
Fall	630	630	630	630	630	630	630	630	630	630	630
Spring	420	420	420	420	420	420	420	420	420	420	420
Total	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
Percent increase											
Average increase											
Double:											
Fall	420	420	420	420	420	420	420	420	420	420	420
Spring	280	280	280	280	280	280	280	280	280	280	280
Total	700	700	700	700	700	700	700	700	700	700	700
Percent increase											
Average increase											
Total regular charges	3,925	4,175	4,400	4,525	4,650	4,750	4,900	5,000	5,125	5,250	5,375
Percent increase		(6.37)	(5.39)	(2.84)	(2.76)	(2.15)	(3.16)	(2.04)	(2.50)	(2.44)	(2.38)
Average increase	3.69										
TUITION AND GENERAL FEE INCOME PROJECTION											
Enrollment:											
Fall	750	760	770	780	790	800	810	820	830	840	850
Spring	696	705	717	725	734	741	752	761	770	779	789
Tuition:											
Fall	1,330	1,430	1,540	1,600	1,650	1,700	1,760	1,810	1,870	1,920	1,980
Spring	1,070	1,170	1,260	1,300	1,350	1,400	1,440	1,490	1,530	1,580	1,620
General fee:											
Fall	83.25	83.25	83.25	83.25	83.25	83.25	96.25	96.25	96.25	96.25	96.25
Spring	66.75	66.75	66.75	66.75	66.75	66.75	78.75	78.75	78.75	78.75	78.75
Income tuition:											
Fall	997,500	1,086,800	1,185,800	1,248,000	1,303,500	1,360,000	1,425,600	1,484,200	1,552,100	1,612,800	1,683,000
Spring	744,720	824,850	903,420	942,500	990,900	1,037,400	1,082,880	1,133,890	1,178,100	1,230,820	1,278,180
Total	1,742,220	1,911,650	2,089,220	2,190,500	2,294,400	2,397,400	2,508,480	2,618,090	2,730,200	2,843,620	2,961,180
Income general fee:											
Fall	62,438	63,270	64,103	64,935	65,768	66,600	77,963	78,925	79,888	80,850	81,813
Spring	46,458	47,059	48,860	48,394	48,995	49,462	59,220	59,929	60,638	61,346	62,134
Total	108,896	110,329	112,963	113,329	114,763	116,062	136,183	138,854	140,526	142,196	143,947

See footnotes at end of table.

APPENDIX B—Continued

EISENHOWER COLLEGE—Continued

	1973 74	1974 75	1975 76	1976 77	1977 78	1978 79	1979 80	1980 81	1981 82	1982 83	1983 84
BOARD AND ROOM INCOME PROJECTION											
Residents, 93 percent enrollment projected:											
Fall	697	707	716	725	735	744	753	763	772	781	791
Spring	647	656	667	674	683	689	699	708	716	724	734
Room distribution:											
Fall:											
Doubles	512	538	556	574	594	612	550	562	572	580	590
Singles	185	169	160	151	141	132	203	201	200	201	201
Spring:											
Doubles	472	498	522	534	554	566	510	518	524	530	536
Singles	175	158	145	140	129	123	189	190	192	194	198
Room rates:											
Single:											
Fall	630	630	630	630	630	630	630	630	630	630	630
Spring	420	420	420	420	420	420	420	420	420	420	
Double:											420
Fall	420	420	420	420	420	420	420	420	420	420	420
Spring	280	280	280	280	280	280	280	280	280	280	280
Board rate:											
Fall	405	435	450	465	480	480	495	495	510	525	540
Spring	270	290	300	310	320	320	330	330	340	350	360
Income Room:											
Single:											
Fall	116, 550	106, 470	100, 800	95, 130	88, 830	83, 160	127, 890	126, 630	126, 000	126, 630	126, 630
Spring	73, 500	66 360	60, 900	58, 800	54, 180	51, 660	79, 380	79, 800	80, 640	81, 480	83, 160
Double:											
Fall	215, 040	225 960	233, 520	241, 080	249, 480	257, 040	231, 000	236, 040	240, 240	243, 600	247, 800
Spring	132, 160	139, 440	146, 160	149, 520	155, 120	158, 480	142, 800	145, 040	146, 720	148, 400	150, 080
Total	537, 250	538, 230	541, 380	544, 530	547, 610	550, 340	581, 070	587, 510	593, 600	600, 110	607, 670
Income board:											
Fall	282, 285	307, 545	322, 200	337, 125	352, 800	357, 120	372, 735	377, 685	393, 720	410, 025	427, 140
Spring	174, 690	190, 240	200, 100	208, 940	218, 560	220, 480	230, 670	233, 640	243, 440	253, 400	264, 240
Total	456, 975	497, 785	522, 300	546, 065	571, 360	577, 600	603, 405	611, 325	637, 160	663, 425	691 380

OTHER INCOME PROTECTION

Application fees	8,000	7,800	7,300	8,100	8,200	8,200	8,300	8,400	8,500	8,600	8,600
Ticket sales	6,000	6,100	6,200	6,300	6,400	6,500	6,600	6,700	6,800	6,900	7,000
Interest	10,000	10,500	11,000	11,500	12,000	12,500	13,000	13,500	14,000	14,500	15,000
Vending	4,000	4,100	4,200	4,300	4,400	4,500	4,600	4,700	4,800	4,900	5,000
Fines and fees	6,500	6,600	6,700	6,800	6,900	7,000	7,100	7,200	7,300	7,400	7,500
Miscellaneous	7,500	7,600	7,700	7,800	7,900	8,000	8,100	8,200	8,300	8,400	8,500
Printing sales	450	500	500	500	500	500	500	500	500	500	500
Remedial reading	3,500	3,600	3,700	3,800	3,900	4,000	4,100	4,200	4,300	4,400	4,500
Sales and services	20,000	22,000	22,000	23,000	24,000	25,000	26,000	27,000	28,000	29,000	30,000
Film series	4,500	4,600	4,700	4,800	4,900	5,000	5,100	5,200	5,300	5,400	5,500
Labor recovery	5,550	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Endowment earnings	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000
Library grant	5,000										
Harbardon sale	20,000	2,000	2,000	2,000	2,000	2,000					
Interest subsidy	25,000	25,409	25,409	25,409	25,409	24,960	16,510	8,060			
CWSP	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600	30,600
Graduation fee	4,140	3,540	4,500	4,500	4,380	4,110	4,560	4,590	4,590	4,530	4,680
Cowan Fund	30,439	30,439	30,439	30,439	30,439	30,439	30,439	30,439	30,439	30,439	30,439
MDE Scholarship Fund	5,550	5,550	5,550	5,550	5,550	5,550	5,550	5,550	5,550	5,550	5,550
NYS aid	95,200	107,200	94,400	120,000	120,000	116,800	109,600	121,600	122,400	122,400	120,800
Lib. Loan Res. Inc		60,250	49,630	40,530	31,430	22,330	13,230	4,340			
New end income		428,750	420,000	420,000	420,000	420,000	420,000	420,000	420,000	420,000	420,000
Operating capital		104,796									
Total	302,929	887,934	752,528	771,928	764,908	753,989	729,589	726,779	717,379	719,519	720,169

$10,000,000 GRANT USE

	Total	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-8
Phase II and III	2,000,000	2,000,000									
Adm-DH	117,371	117,371									
Operating loans	580,400	580,400									
Library loan	947,433	173,433	130,000	130,000	130,000	130,000	130,000	124,000			
Operating capital	104,796	104,796									
Endowment	6,250,000	6,250,000									
Total	10,000,000	9,226,000	130,000	130,000	130,000	130,000	130,000	124,000			

APPENDIX B—Continued

EISENHOWER COLLEGE—Continued

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
INCOME PROJECTIONS											
Tuition	$1,742,220	$1,911,650	$2,089,220	$2,150,500	$2,294,400	$2,397,400	$2,508,480	$2,618,090	$2,730,200	$2,843,620	$2,961,180
General fee	108,896	110,329	112,963	113,329	114,763	116,062	136,183	138,854	140,526	142,196	143,947
Room	537,250	538,230	541,380	544,530	547,610	550,350	581,070	587,510	593,600	600,110	607,670
Board	456,975	497,785	522,300	546,065	571,360	577,600	603,405	611,325	637,160	663,425	691,380
Other	302,929	887,934	752,528	771,923	764,908	753,989	729,589	726,779	717,379	719,519	720,169
Total	3,148,270	3,945,928	4,018,391	4,156,352	4,293,041	4,395,401	4,558,727	4,682,558	4,818,865	4,968,870	5,124,346
Annual increase (percent)		25.33	1.84	3.68	3.04	2.38	3.72	2.72	2.91	3.11	3.13
Average annual increase (percent)	6.28										
SALARIES AND WAGE PROJECTIONS											
President	38,640										
Executive vice president	37,640										
Vice president academic A	54,877										
Vice president business A	64,986										
Vice president student A	59,528										
Admissions	51,566										
Registrar	27,008										
Health	15,800										
Science and Math	169,638										
World Studies	6,000										
Social science	250,798										
Humanities	394,590										
PE	56,458										
I-M	24,496										
Library	62,874										
Plant	94,219										
Mailroom	3,600										
Service Bureau	0,200										
Total 3 percent per year	1,423,078	1,465,770	1,509,743	1,555,035	1,601,686	1,649,737	1,699,229	1,750,206	1,802,712	1,856,793	1,912,497
STAFF BENEFITS PROJECTION											
FICA	63,000	72,450	83,000	95,450	110,000	110,000	110,000	110,000	110,000	110,000	110,000
Blue Cross/Blue Shield/major medical	15,000	16,500	18,150	20,000	21,000	21,000	21,000	21,000	21,000	21,000	21,000
TIAA CREF	68,500	65,000	65,000	65,000	70,000	70,000	70,000	72,000	72,000	72,000	75,000
Group life	7,500	7,500	7,500	8,000	8,000	8,000	8,500	8,500	8,500	9,000	9,000
Moving	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Travel accident	450	500	500	500	500	500	500	500	500	500	500

Staff children education	13,000	15,000	15,000	20,000	20,000	20,000	25,000	25,000	25,000	30,000	30,000
DBL	6,000	6,000	6,000	6,000	7,000	7,000	7,000	7,000	8,000	8,000	8,000
Workmen's Compensation	6,000	6,000	6,000	6,000	7,000	7,000	7,000	7,000	8,000	8,000	8,000
Unemployment	17,000	17,000	18,000	18,000	18,000	19,000	19,000	19,000	20,000	20,000	20,000
Dana Grant match	11,875	3,125									
Faculty research	2,155	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Total	212,480	214,075	221,150	243,950	266,500	267,500	273,000	275,000	278,000	283,500	286,500

OTHER EXPENSE PROJECTION

President	5,250										
Executive Vice President	10,500										
VPA	7,385										
VPB	6,250										
VPSA	7,050										
Admissions	50,500										
Registrar	9,935										
Health	1,300										
General institut	83,538										
Science and Math	24,175										
World studies	500										
Social science	11,726										
Humanities	8,515										
Physical Education	4,200										
I-M	7,500										
Library	61,160										
Physical plant	110,181										
Safety Division	19,000										
Mailroom	550										
Service Bureau	6,775										
Film series	5,000										
Total	440,990	463,594	500,978	538,859	552,911	567,332	563,179	576,718	591,523	606,619	621,848
Student aid	447,377	435,000	410,000	385,983	385,989	385,989	385,983	385,989	385,989	385,989	385,989
Unallocated general fee expenditure	41,711	45,435	47,211	47,714	48,250	48,636	67,818	69,534	70,213	70,833	71,556

APPENDIX B—Continued

EISENHOWER COLLEGE—Continued

	1973 74	1974 75	1975 76	1976 77	1977 78	1978 79	1979 80	1980 81	1981 82	1982 83	1983 84
GENERAL FEE USAGE PROJECTIONS											
VPSA	($1, 000)										
Health	(17, 000)	($17, 624)	($18, 162)	($18, 715)	($19, 283)	($19, 966)	($20, 465)	($21, 080)	($21, 713)	($22, 363)	($23, 031)
Plant	(1, 000)	(1, 000)	(1, 000)								
Lecture	6, 000										
Theatre	2, 800										
Music	2, 250										
Student senate	15, 001										
Student Comm. media	7, 700										
Student organization	3, 260										
Comm. Arts	2, 600										
Res. Hall funds	2, 100										
Res. Hall:											
Ph. I	(3, 866)	(21, 270)	(21, 590)	(21, 900)	(22, 230)	(22, 560)	(22, 900)	(23, 240)	(23, 600)	(24, 000)	(24, 360)
Ph. II	(7, 640)										
Ph. III	(2, 510)										
PH. IV	(6, 941)										
Athletics	(27, 227)	(25, 000)	(25, 000)	(25, 000)	(25, 000)	(25, 000)	(25, 000)	(25, 000)	(25, 000)	(25, 000)	(25, 000)
Total	108, 995	110, 329	112, 963	113, 329	114, 763	116, 062	136, 183	138, 854	140, 526	142, 196	143, 947
Less allocated	67, 284	64, 894	65, 752	65, 615	66, 513	67, 426	68, 365	69, 320	70, 313	71, 363	72, 391
Unallocated	41, 711	45, 435	47, 211	47, 714	48, 250	48, 636	67, 818	69, 534	70, 213	70, 833	71, 556
DEBT SERVICE PROJECTIONS											
Debt service:											
MDEH	62, 000	60, 780	60, 880	60, 950	60, 990	61, 000	60, 980	60, 930	64, 850	64, 710	64, 540
Temporary PE	23, 774	23, 774	23, 774	23, 774	23, 774	23, 774	23, 774	23, 774	23, 774	23, 774	
Slater Library loan interest	70, 000	85, 234	68, 221	55, 005	42, 655	30, 305	17, 955	5, 890			
Land mortgage	3, 600	3, 210									
Ph. IV carpet	19, 800	19, 800	19, 800								
Harbardon	2, 090										
	31, 000										
Adm-DH Loan	7, 190										
PE complex:											
Principal 10 yr		100, 000	180, 000	180, 000	180, 000	180, 000	180, 000	180, 000	180, 000	180, 000	180. 00
Interest 10 percent				171, 750	153, 750	135, 750	117, 750	99, 750	81, 750	63, 750	45, 750
Total	220, 174	292, 798	352, 675	491, 479	461, 169	430, 829	400, 459	370, 344	350, 374	332. 234	290, 290

AUXILIARY ENTERPRIZES EXPENSE PROJECTION

Ph. I:											
Salary (plus 3 percent per year)	30, 807	31, 731	32, 683	33, 663	34, 673	35, 713	36, 784	37, 887	39, 024	40, 195	41, 400
Debt	92, 753	94, 500	94, 650	92, 380	79, 720	78, 970	78, 220	80, 425	81, 525	80, 625	79, 725
Other (plus 1.5 percent per year)	45, 294	45, 973	46, 663	47, 363	48, 073	48, 794	49, 526	50, 269	51, 023	51, 788	52, 565
Ph. II:											
Salary (plus 3 percent per year)	37, 089	38, 202	39, 348	40, 528	41, 744	42, 996	42, 286	43, 555	44, 862	46, 208	47, 594
Debt	200, 000										
Other (plus 1.5 percent per year)	46, 504	47, 202	47, 910	48, 629	49, 358	50, 098	50, 849	51, 612	52, 386	53, 172	53, 970
Ph. III:											
Salary (plus 3 percent per year)	9, 848						11, 757	12, 110	12, 473	12, 847	13, 232
Debt	66, 700										
Other (plus 1.5 percent)	14, 245,						15, 574	15, 808	16, 045	16, 286	16, 530
Ph. IV:											
Salary (plus 3 percent per year)	34, 830	35, 875	36, 951	38, 059	39, 201	40, 377	41, 588	42, 836	44, 121	45, 444	46, 807
Debt	115, 247	113, 500	113, 350	110, 780	102, 700	101, 500	100, 300	99, 100	102, 795	101, 445	100, 095
Other (plus 1.5 percent)	36, 877	37, 430	37, 991	38, 561	39, 139	39, 726	40, 321	40, 926	41, 540	42, 163	42, 795
Total research halls	730, 194	444, 413	449, 546	449, 963	434, 608	438, 174	467, 205	474, 528	485, 794	490, 173	494, 713
Dining hall salaries	5, 000	5, 000	5, 000	6, 000	6, 000	6, 000	7, 000	7, 000	7, 000	8, 000	8, 000
Food contribution (4 percent per year)	347, 662	362, 143	391, 088	410, 813	432, 764	444, 297	465, 940	489, 974	514, 746	540, 373	568, 074
Debt	79, 055	92, 000	92, 025	92, 120	91, 000	90, 965	90, 900	75, 805	75, 680	75, 525	75, 340
Other (plus 1.5 percent per year)	30, 658	31, 118	31, 585	32, 059	32, 540	33, 028	33, 523	34, 025	34, 535	35, 053	35, 579
Total dining hall	462, 375	490, 261	519, 698	540, 992	562, 301	574, 290	597, 363	606, 804	631, 961	658, 951	686, 993
Competitive athletics	30, 865	35, 000	36, 000	37, 000	38, 000	39, 000	40, 000	40, 000	40, 000	40, 000	40, 000
Total auxiliary	1, 223, 434	969, 674	1, 005, 244	1, 027, 955	1, 034, 909	1, 051, 464	1, 104, 568	1, 121, 332	1, 157, 755	1, 189, 124	1, 221, 706

EXPENSE SUMMARY PROJECTION

Salaries and wages	1, 423, 078	1, 465, 770	1, 509, 743	1, 555, 035	1, 601, 686	1, 649, 737	1, 699, 229	1, 750, 206	1, 802, 712	1, 856, 793	1, 912, 497
Fringe benefits	212, 480	214, 075	221, 150	243, 950	266, 500	267, 500	273, 000	275, 000	278, 000	283, 500	286, 500
Student aid	447, 377	435, 000	410, 000	385, 989	385, 989	385, 989	385, 989	385, 989	385, 989	385, 989	385, 989
Student activities	41, 711	45, 435	47, 211	47, 714	48, 250	48, 636	67, 818	69, 534	70, 213	70, 833	71, 556
Other	440, 990	463, 594	500, 978	538, 859	552, 911	567, 332	563, 179	576, 718	591, 523	606, 619	621, 848
PE Complex operation				50, 000	50, 000	50, 000	50, 000	50, 000	50, 000	50, 000	50, 000
Debt service	220, 174	292, 798	352, 675	491, 479	461, 169	430, 829	400, 459	370, 344	350, 374	332, 234	290, 290
Auxiliary	1, 223, 434	969, 674	1, 005, 244	1, 027, 955	1, 034, 909	1, 051, 464	1, 104, 568	1, 124, 332	1, 157, 755	1, 189, 124	1, 221, 706
Total expenses	4, 009, 244	3, 886, 346	4, 047, 001	4, 340, 981	4, 401, 414	4, 451, 487	4, 544, 242	4, 602, 123	4, 686, 566	4, 775, 092	4, 840, 386

APPENDIX B—Continued

EISENHOWER COLLEGE—Continued

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
INCOME AND EXPENSE SUMMARY PROJECTIONS											
Income	$3,148,270	$3,945,928	$4,018,391	$4,106,352	$4,293,041	$4,395,401	$4,558,727	$4,682,558	$4,818,865	$4,968,870	$5,124,346
Expense	4,009,244	3,886,346	4,047,001	4,340,981	4,401,414	4,451,487	4,544,242	4,602,123	4,686,566	4,775,092	4,840,386
Surplus		59,582					14,485	80,435	132,299	193,778	283,350
Deficit	860,974		28,610	174,629	108,373	56,086					
		59,582	59,582	35,143			14,485	14,485	95,934	234,948	445,172
			4,171	2,460				1,014	6,715	16,446	31,162
Total		59,582	35,143	−137,026			14,485	95,934	234,948	445,172	759,684
Gift funds needed				137,026	108,373	56,086					

---

[1] Semester attrition—Freshman, 10 percent; Sophomores, 7.5 percent; Juniors, 5 percent; Seniors, 2.5 percent. Summer attrition—Freshman-sophomores, 15 percent; Sophomores-juniors, 10 percent; Juniors-seniors, 7.5 percent.

[2] The 1973–74 fall figures include transfers, residents, but not special students, i.e., all projected figures include these students.

Note: 1985-86 would be the last payment on the PE loan of $180,000, therefore, expenses would be $180,000 less beginning 1986-87.

APPENDIX C

COMMENTARIES ON CRITICAL PERIODS AND ISSUES

"At all levels of education we must be constantly watchful that our schools do not become so engrossed in techniques, great varieties of fractionalized courses, highly specialized knowledge, and the size of their physical plant as to forget the principal purpose of education itself—to prepare the student for an effective personal and social life in a free society. From the schools at the crossroads to a university as great as Columbia, general education for citizenship must be the common and first purpose of them all."

—DWIGHT D. EISENHOWER

(From his Inaugural Address as President of Columbia University, October 12, 1948).

"I believe that the liberal arts college should seek its natural habitation in the rural areas. Let the universities go to the cities where they have all the benefits of great lawyers, great engineers, great people all around them. In this period of maturing in a liberal college, let's have the finest faculty, let's bring in the knowledgeable lecturers, and let's do it in an atmosphere and an environment where the student's standards of respect for law, his moral standards, his willingness for accommodation with his fellow students will be expanded and strengthened."

—DWIGHT D. EISENHOWER

(Eisenhower College, Ground Breaking, September 21, 1965).

World Studies is the essential core of the general education program at Eisenhower College, and general education for citizenship is indeed the first purpose of the College.

PROPOSED

To enhance this broader background necessary for the perspective so lacking in contemporary decision making, Eisenhower College looks beyond the narrow specializations and fragmentations of so many post-World War II classrooms. In our opinion, education must not stop at the door of the classroom, library, or laboratory. Much has been done in World Studies. More can now be done by bringing to Eisenhower's students the perspective of distinctive leaders who have helped shape the course of history from the Eisenhower years to the present.

Eisenhower College proposes to bring to its campus each year outstanding leaders to address the Eisenhower community. These addresses would be commentaries on critical periods and issues with which these leaders were actively engaged. Furthermore, these addresses would be transcribed, printed, and made available to every college, secondary school, and public library in the United States. Thus the College would provide a forum in the image of President Eisenhower. The platform provided by the College would bring attention to the commentaries of these leaders prior to the dissemination of these commentaries through the libraries of the nation.

APPENDIX D

THE EISENHOWER CONVERSATIONS ON WORLD AFFAIRS

Recognizing that major universities have been able to build oral history libraries including the invaluable personal memoirs of most of the close associates of General Eisenhower, the Faculty of Eisenhower College believes that it can and should create a significantly different and intellectually viable series that relates to and complements our World Studies Program and our elective offerings in history, political science, international relations and economics.

We propose to invite to campus the various men and women who had close association with General Eisenhower, in both private and public affairs, for Conversations with our students and faculty which would enrich our various curricular offerings and intermix the practical world of affairs with the formal academic program.

The Faculty believes that, while this may not be possible on the typical undergraduate college campus, those who were close to General Eisenhower would be happy to make this personal gift for the benefit of current and future students here. Our conviction in the soundness of this proposal is that a vital aspect of history would be analyzed and preserved in our tapping and publication of these conversations on World Affairs.

APPENDIX E

USE OF EISENHOWER LIBRARY RESOURCES

The fruitful collaboration between the Dwight D. Eisenhower Library and the Slater Library, Eisenhower College, carried out within the restrictions placed on the use of library material by the National Archives and Record Service, and the Eisenhower family, would be a significant source of intellectual stimulation to the students at the college. At an institution dedicated as a memorial to the 34th President of the United States there is a grand opportunity to kindle and foster the student's imagination and interest in the aspirations and accomplishments of earlier generations. The record and impact of Dwight D. Eisenhower and his contemporaries on American society—governmental and political, social and military, and above all in the areas of leadership and international understanding—are splendidly documented at the library in Abilene, Kansas.

Books and documents at Abilene that could be borrowed or filmed would be immensely valuable in supplementing the resources of the Slater Library. No one assumes that the sharing of resources makes it unnecessary for Eisenhower College to build up a library strong enough to support its own program of instruction. However, through the medium of loaned exhibits, books, photographs, and copies of documents, the Eisenhower Library at Abilene could extend its programs and resources to an institution which similarly honors the name of Eisenhower and provides enlightenment to the citizens of our country.

APPENDIX F

QUOTE FROM TESTIMONY BY MRS. MAMIE DOUD EISENHOWER

To my friends in the Congress of the United States:

Last summer, I had the opportunity to personally see Eisenhower College. I was deeply impressed. It has already proven to be a college of character, a quality which my husband hoped for as he watched its start and early growth.

He felt so honored to have it carry his name. He admired everything about it, the courage of its founders and the generosity of thousands across the country who helped finance its start.

I have seen the truly wonderful progress of the college. I feel very much a part of it, and honored in having the main academic hall named for me. I want to do everything I can to help it serve those students who, in years to come will follow the able young people I have talked to on campus.

This is not only a memorial, it is an institution of great importance to this country. The funds to complete it will constitute an investment which will produce each year graduates who will take a responsible position in society. Can we ask for more?

As so many know, for long years my husband treasured the thought of being an active part of a small college following his retirement. History now records how that dream was not to be realized so I know he saw Eisenhower College, in part anyway, as his way of being closely associated with young people, thoughts which I admired so much and shared with him.

APPENDIX G

QUOTES FROM TESTIMONY OF DR. MILTON S. EISENHOWER

Because I had been President of three distinguished American universities—Kansas State University, the Pennsylvania State University, and the Johns Hopkins University—it was natural that my brother should confer with me when it was proposed that a new liberal arts college at Seneca Falls, N.Y. be named in his honor. I went to Gettysburg and we discussed the matter at length. That was in 1962.

He indicated to me, as he previously had to intimate friends, that he had little regard to monuments of passive stone. While he did not seek a personal memorial of any kind, his deep dedication to the American system of education, and especially to the broad educational opportunities offered by liberal arts institutions, led him to feel that he would welcome having named for him an institution that would accept as undergraduates a representative group of young people and that would expose them not only to the liberalizing influence of the social sciences, the basic sciences and the humanities, but would also give them international perspective. In view of the position of world leadership in which our Nation found itself, this orientation of a college was especially appealing to him and he felt it would be valuable to the Nation.

I enthusiastically agreed. He therefore notified the founders that he would be proud to have the institution named Eisenhower College, and he never regretted that decision. So here was a unique situation: a man sharing in the concept design of his own memorial, though I hasten to add that his thoughts were centered on the students who would be benefited, rather than on himself. He felt it was fortunate that Eisenhower College would be in a rural or small-town setting, rather than in a great city, with its many distracting influences.

Since its founding, I have found good reason to have confidence in the careful and meaningful ways in which the trustees and administrators approached their challenging mission.

As I hoped, there was appointed an able faculty of dedicated teachers: there was created a distinctive curriculum which, I am confident, will one day be evaluated as distinguished, and a spacious campus was designed on which more than half the buildings are completed. Most important, there has been attracted to Eisenhower College a body of students who are motivated toward service and achievement and who are proud of their association with the institution.

In short, I am greatly impressed with what has been accomplished. I know President Eisenhower would be proud of the college as it functions today and he would be grateful that large numbers of his friends have helped, through their gifts and service, in giving the institution vitality and its leaders hope and confidence. I believe all of them, as I do, would give warm approval to the proposed legislation.

APPENDIX 4

QUOTE FROM TESTIMONY OF AMBASSADOR JOHN S. D. EISENHOWER

Having served as a trustee of Eisenhower College for 5 years, although inactive for some time because of my assignment in Brussels, I am happy to testify to my enthusiasm for the concept of Eisenhower College as a memorial to my father.

The trustees administration and faculty have, in my opinion, been dedicated and effective in carrying forward the plans, agreed to by my father, for a distinctive liberal arts college in his name. With adequate funding I feel sure the college could fulfill its promise of a distinguished education for students of the future.

I hold great admiration for the efforts of all who have worked so hard to achieve so much in so few years and am particularly grateful to those who have contributed so much, financially and otherwise, to making this progress possible.

My father's dedication to the promotion of better education for our youth is well on the record. During his later years, Eisenhower College doubtless represented his foremost public service interest. He was always aware of the opportunities afforded him in his youth and was determined to do all he could to insure those opportunities be available to those who come after him. This he evidenced after World War II by his zeal for a second career in education when, in 1948, he went to Columbia University.

If it is the committee's decision to present this bill to the House, I would personally view the action not only as a tribute to my father but as a constructive move in the interests of one institution of higher education for which he held a particular affection.

APPENDIX I

QUOTE FROM TESTIMONY OF GENERAL LAURIS NORSTAD

As chairman of the board of trustees of the college, I wish to thank this committee for taking this important proposal under consideration and to express gratitude to other distinguished Members of the House for their continuing support.

Those who were closest to President Eisenhower—his son, Ambassador John Eisenhower, his brother, Dr. Milton Eisenhower, one of the Nation's great educators, and particularly Mrs. Eisenhower, known and loved as "Mamie" the world over—have repeatedly stated and demonstrated the greatest interest in Eisenhower College.

It is clear from what Mrs. Eisenhower has said, and what Milton Eisenhower has stated and going back to what the President himself said when this project was first raised, all of them agree that if the people of the United States chose to honor further the Eisenhower name, Eisenhower College enjoyed their full and enthusiastic support as, in the words of General Eisenhower, his "living memorial." The actions of close friends of General Eisenhower in helping to establish this institution, and in supporting it, are clear evidence that they share this view, and, as I firmly believe, so do the people of the United States, the average citizens with whom Eisenhower could claim a particular kinship.

I would like to point out however, that there is something special, I think, which can be accepted by everyone as fact, that when people approached General Eisenhowever as to his memorial, he indicated very early, before Eisenhower College was even an idea, that he would like to have a living memorial rather than one of bricks and mortar. I think this is an attitude which is very much in his character, and something that the American people would appreciate.

When the college project came up, he was the one who approved it, before a dollar was spent or a spade of earth was turned, as a memorial to him. So, I think that it has a rather clear origin. I would suggest, without appearing to argue, that Eisenhower College is in a different category than a college which chooses to change its name or to capitalize on the name of a great political or historic figure.

In addition to that, as I will indicate in the remainder of my statement, I think that there are other reasons for the action we support. There were some qualities and some charateristics of General Eisenhower, and I think of the American people, which should remain before the American people. We should have a platform which can help to project them. I think we all feel that in these times in our country this will be particularly useful, and especially to and through the young people of our Nation.

In order for Eisenhower College to satisfy its primary obligation—memoralizing a great American—there clearly must be something special, something different, indeed, something unique about the institution. Those of us who are concerned with setting the course which Eisenhower College will follow, believe that there are a number of special attributes, characteristics, objectives, associted with the college. Three of them have particular importance to us—and, I believe, should be of particular interest to the Congress.

First, Eisenhower College must be special as an educational institution. Surely, it must be of unquestioned quality. But more than that, it is—and it is to remain—a liberal arts college of limited size. It is not intended to be an occupational or graduate institution. The student body should not exceed about 1,500 students. Certain emphasis will be placed on international studies, respecting a deeply held Eisenhower conviction concerning the importance of knowing the world in which we live. The focus of the college on liberal arts and the limitation on size are meant to strengthen the quest for excellence.

Second, the college memorializes Dwight Eisenhower, the American people enjoy an obligation and a right to honor this great man and to keep his example before future generations.

Finally, as a fundamental and meaningful aspect of this memorial, the college exists to illuminate the ideals and principles which dominated the life and accomplishments of Dwight Eisenhower. These ideals and principles reflect basic American values of unquestioned worth to the future of our country as they have been to the past. We see the college as a beacon which can help project these ideals and principles to the country and to the world and across time to generations yet to come.

In the 8 years since President Eisenhower participated in the ground-breaking ceremony, Eisenhower College has made great progress. Last Spring, the college demonstrated practical accomplishment when it graduated its first class.

For all of us who are associated with the college this occasion had particular meaning. We looked upon it as a public demonstration of our faithfulness to a pledge to President Eisenhower—the memorial which he "prized," doing the job that he wanted it to do, contributing to the betterment of his country and his world through the renewal process, which is education.

Further, the administration, the faculty, and the students of the college have reason to be proud of the formal accreditation received last December, recognition by responsible educators that the school was an educational institution in fact as well as in name.

In words spoken at our first commencement, Eisenhower College already is "a real center of interest in the ideals and principles associated with the Eisenhower name. It provides an atmosphere in which these ideas may be encouraged to grow; it establishes an instrument by which they can be propagated within and beyond these walls so that both students and the broad society of which we are a part may benefit. Thus, the goodness and the strength, the ideas and the ideals of the man we wish to honor, will continue to help us in terms of frustration or fear, of deep private or public concern."

In his final official words, spoken in January 1961, President Eisenhower voiced some of the hopes and the ideals which characterized the man and which have become part of the proud heritage of the college bearing his name:

"We pray that peoples of all faiths, all races, all nations, may have their great human needs satisfied; that those now denied opportunit shall come to enjoy it to the full: that all who yearn for freedom may experience its spiritual blessings; that those who have freedom will understand, also, its heavy responsibilities; that all who are insensitive to the needs of others will learn charity; that the scourges of poverty, disease, and ignorance will be made to disappear from the earth; and that, in the goodness of time, all peoples will come to live together in a peace guaranteed by the binding force of mutual respect and love."

I cite this as an example of the principles and ideals which the college would like to further.

APPENDIX J

QUOTE FROM TESTIMONY OF MR. GEORGE MEANY

At the time of Dwight D. Eisenhower's death, almost four years ago, I said what I felt deeply:

"History will note that he was both one of our greatest generals and one of the truly peace loving Presidents. He was a man people trusted, and it was a trust to which he always remained true."

These were my personal words of respect, yet on later reflection, I feel that I was also giving voice to the thoughts of the vast majority of the membership which I represent. Indeed, I would suggest that most Americans, then and now, would agree with the spirit of my words.

We have, as never before, a chance to respond permanently to this life-long trust in our behalf by meeting his wishes for the completion of Eisenhower College. Many of my colleagues in the AFL–CIO have, through our organizations, joined me in making modest contributions to Eisenhower College. We did so because we believe in the idea of a College in his memory, truly a living memorial.

That level of support, however, is not adequate to the opportunity for honoring him or to meeting the needs of the cause.

Some who are close to the College organization and who carefully follow its development assure me that it is carrying forward the dreams of President Eisenhower; that, already, it has made great progress, and has won authoritative recognition from educators. But, they say, if it is to properly carry the name of a revered President it must be funded in a measure which makes that level of quality possible.

Considering the substantial sums which have been appropriated to erect other Presidential memorials, I believe the citizens of this country would want the Congress to take advantage of this proposal to honor President Eisenhower in a manner commensurate with "his trust."

I would also like to add my warm support to the agreement that has been entered into by Eisenhower College and the Sam Rayburn Library to establish a special affiliation between the two academic institutions. This generous action is fully within the spirit of the legislation and reflects the mutual good feeling and admiration that these great national leaders had for one another.

The founding of a Dwight D. Eisenhower Study Center in the Sam Rayburn Library in Bonham, Texas, and the establishment of a Sam Rayburn professorship at Eisenhower College would be immediate implementation of the concept of a living memorial. The fact that both men had Texas backgrounds adds to the bond.

I urge that the committee and the Congress give this most worthy legislation its close consideration and speedy enactment.

APPENDIX K

QUOTES FROM TESTIMONY OF HONORABLE ROBERT B. ANDERSON

President Eisenhower told me before his death that the most important institution to him bearing his affiliation was Eisenhower College. He regarded it as a forum representing his philosophical interest where students from all over the world could secure the type of education which he regarded as essential to world security.

At the same time, Speaker Rayburn had hoped that his Library would provide a unique position in offering records and opportunities for study in the legislative representative system of our democracy.

It seems to me quite unusual and desirable that Eisenhower College and the Rayburn Library should now have joined forces to share their facilities so that students both here and abroad could have access to the full facilities of each institution.

From my own personal experience in serving as liaison between President Eisenhower and Speaker Rayburn, I knew of their high appreciation of each other. In foreign affairs there was always complete unison. In domestic affairs, while there were differences of opinion, each respected the position of the other.

The records record both in letters and public documents the deep respect they had for each other. I know of no other epoch in our history in which people tried to work more closely together to achieve the national welfare while at the same time maintaining the proper competitiveness of the nation's two major parties.

In view of the relationship which has now been established between Eisenhower College and the Rayburn Library, I hope that it will give added incentive to your Subcommittee and to the Committee of the whole in approving the legislation before you.

I will be glad to add any supplementary information which you might deem appropriate in your considerations.

EISENHOWER COLLEGE

Faculty Backgrounds Reflecting International Orientation

DIVISION OF HUMANITIES

Art

Demers, Edmund, Associate Professor of Art. Resident painter—Quebec, Canada, 1 year. Travel—India, China, Canada, Italy, France, Germany.

Sauvageau, Sue, Instructor in Art. Scholarship—Summer study, Europe.

Slusarski, Peter, Instructor in Art. Travel—England, Spain, France, Italy, Greece, Turkey, Yugoslavia, Germany.

Van Orden, Stuart, Associate Professor of Art. Extensive travel—England, Italy, Mexico. Taught interim term projects in Italy and in England.

Literature

Cetta, Lewis T., Associate Professor of Comparative Literature. Campus Director—Rome, Italy, for American Leadership Study Groups (Clark University). Education Specialist for U.S. Civil Service USDESEA (American Schools in Europe). In charge of English, Humanities, and Romance Languages curricula in all American schools in Italy, Southeastern France, Libya. Taught interim term projects in Italy, Greece, and Crete.

Moen, John, Associate Professor of Comparative Literature. Study—France. Teaching—Turkey, Morocco. Student in Ford Foundation Pilot Project. Taught Interim Term project in Moscow. Travel—Turkey, Morocco, Japan, Russia, France, England.

Murdoch, David D., Director, Division of World Studies, and Professor of Comparative Literature. Born—Scotland. Ford Foundation Fellow—Special cross-cultural comparative literature program. Taught interim term project in Moscow.

Saari, Sandra, Associate Professor of Comparative Literature. Ford Foundation Fellow—Special cross-cultural comparative literature program.

Schoen-Rene, Renee, Assistant Professor of English. Resided in London 1 year. Taught interim term project in London. Travel—Belgium, Greece, Sweden, Norway, Finland, Denmark.

Singh, Hari. Professor of Comparative Literature. Born—West Pakistan. Taught graduate and undergraduate courses in English literature. University of Punjab, India. Served in administrative position with Government of India. Taught Interim Term projects in London.

Modern foreign languages -

Brady, Emily F., Assistant Professor of Modern Languages—Spanish. Teaching—Chile. Study—Cuba, Chile, Brazil. Scholarship—from The Institute of International Education to the University of Havana. Fellowship—from the U.S. Office of Education to Syracuse University Summer Seminar on Latin-American Relations. Grant—from the Department of State to the University of Chile to do research in Chilean literature. Scholarship—from the Graduate School of Philosophy in Columbia University to study and do research for the Ph. D. in Spanish. Award—from the U.S. Office of Education NDFA Fellowship to study Portuguese. Invited to give papers at the International Conference of Conrad Scholars, London, and International Polish Conference of Conrad Scholars, Poland. Travel—9 Latin-American countries, residing in these countries a total of 4 years. 11 European countries. Trip around the world. Taught interim term projects in Brazil and Portugal.

Comeaux, Jacques. Assistant Professor of Modern Foreign Languages—French-Spanish. Study—Mexico, France. Spain. Medal awarded by French Government to most outstanding student in French. Taught interim term projects in Paris, France, and in Spain. Travel—Japan, China, Saudi Arabia, France, Spain, Italy, Germany, Austria, Switzerland, Scotland, England, Portugal, Yugoslavia, Denmark, Greece, Canada, Mexico, Philippines.

Lafford, Anne, Assistant Professor of Modern Languages—German-French. Born—Germany. Teaching—France, Germany, Austria. Study—Belgium, Germany, Canada. Received French Ministry of Education Certificate for Audio-Visual Language instruction. Head Instructor, Foreign Language League Campus in German Language and Culture in Austria and Germany. Assistant Coordinator, Foreign Language League Music Appreciation and Comparative Clutures program involving 188 Americans studying in Italy, Germany, Holland, England. Taught interim term projects in Germany, Austria, and Montreal, Canada. Travel—French Indo-China, Egypt, India, Japan, Iraq. Siam, Burma, Greece, France, Great Britain, Holland, Italy, Luxembourg, Switzerland, Liechtenstein, Canada.

Petrizzi, Daniel, Professor of Modern Foreign Languages—French-Spanish. Born—Europe. Awarded Fulbright Grant for study in France. Travel—China, Burma, India, Canada.

Toesca, Georgette F., Assistant Professor of Modern Foreign Languages—French. Born. France. Election as Chevalier of the Order of Palmes Academique. Taught interim term projects in France. Travel—India, Vietnam, Japan, China, Morocco, Egypt, England, Austria, Italy, Spain, Belgium, Brazil.

Speech

Krueger, Sieghard, Assistant Professor of Speech, and Coordinator of Theatrical Productions. Teaching—Peace Corps—Nigeria, 2½ years.

DIVISION OF SOCIAL SCIENCES

Anthropology

Hosley, Edward, Associate Professor of Anthropology, and Coordinator of Academic Advising, and Associate Dean of Students. Teaching—University of Alaska, 2 years. Extensive archelogical study among Indians and Eskimos. Travel—Korea.

Economics

Eilenstine, Donald, Professor of Economics and Coordinator of JIST. Consultant, Regional Economic Planning, Republic of Botswana, Africa. Presented paper to Southeast Asia Development Advisory Group of the Asia Society, "Savings Consequences of Reducing Rates of Population Growth." Travel—Kenya, Tanzania, Zambia, Rhodesia, Republic of South Africa, Lesotho, Angola, Italy, France, Switzerland.

Music

Brown, Charles T., Assistant Professor of Music, and Coordinator of Preparatory and Remedial Programs. SPAN Fellowship for Foreign Study—Costa Rica. International Programs Small Grant—Asian Folk Music. Putnam D. McMillan Travel Grant—Central America. Taught interim term projects in Spain and Austria. Travel—Europe, Central America, Mexico, Canada.

Irwin, Carol, Instructor in Music. Teaching—Peace Corps—Ethiopia—2 years. Travel—Kenya, Uganda, Tanzania, Iran, Turkey, India, Lebanon, France, Germany, Italy, U.S.S.R., Rumania.

May, Walter, Professor of Music. Study—France, Canada. Fulbright Scholarship for study in France—2 years. Travel—Israel, Australia.

Robinson, William, Assistant Professor of Music. Travel—England, Canada.

Warren, Charles, Associate Professor of Music. Travel—Europe.

Philosophy

Barnett, Robert A., Associate Professor of Philosophical Theology. Study—Scotland. Scholarships—University of Glasgow. Travel—Japan, Korea, Midway-Wake Island, England, North Ireland, Belgium, France, Germany, Austria, Switzerland, The Netherlands.

Campbell, James I., Director, Division of Humanities, and Professor of Philosophy. Born—Trinidad, West Indies.

Chan, Wing-ming, Assistant Professor of Philosophy. Born—China. Study—Hong Kong, Canada. Canadian World University Service Scholarship, Yale in China Scholarship.

Mack, Eric, Assistant Professor of Philosophy. Travel—France, Italy, Switzerland, England, The Netherlands.

McDermott, John, Assistant Professor of Philosophy. Travel—Portugal, Spain, Italy, France.

Kieffer, Richard, Associate Professor of Economics. Travel—Germany.

Geography

Paige, Richard Assistant Professor of Geography. National Academy of Sciences—National Research Council travel grant for research in Morocco. Fulbright-Hayes Faculty Research Abroad Award for study in Tunisia. Travel—Lebanon, Algeria.

History

Annunziata, Frank, Associate Professor of History. Taught interim term projects in Sweden and England.

Blackstone, Warren, Assistant Professor of History. Taught interim term project in London, England.

Chu, Richard, Professor of History and Coordinator of Asian Studies. Born—Shanghai, China. Appointment to Associate in the University Seminar on Traditional China at Columbia University. National Committee for a One-China Policy. State University of New York at Buffalo Summer Seminar in African and Afro-American Studies. Participated in conference on New Directions for Asian Studies in Undergraduate Education sponsored by N.Y.S. Education Department and Rochester Area Colleges.

Nelson, Kenneth, Associate Professor of History and Coordinator of Foreign Advising. Study—Majors Russian History, Modern Europe. Minors Spanish History, Medieval Europe.

International relations

Hickman, Warren L., Vice President for Academic Affairs and Professor of International Relations. Doctoral studies—Graduate Institute of International Studies, University of Geneva, Switzerland. Travel and Research—England, Scotland, France, The Netherlands, Belgium, Luxembourg, Germany, Switzerland, Italy, Sicily, Tunisia, Algeria, Canada.

Political science

Fleming, James, Assistant Professor of Political Science. Rotary Foundation Fellowship for International Understanding, University of Adelaide, South Australia. Experiment in International Living—Scholarships—Holland and Scandinavia. Taught interim term project in India. Travel—Australia, Holland, Scandinavia, India.

Ossman, Albert J., Director, Division of Social Sciences, and Professor of Political Science. Interdisciplinary Doctoral Program including three disciplines.

Treisi, James L., Assistant Professor of Political Science. Interdisciplinary Doctoral Program including three disciplines.

Sociology

Sinha, Murli, Assistant Professor of Sociology. Born—India. Teaching—Magadh University, Gaya, India. 2 years. Member of Executive Committee of Center for Research in Social Change, Patna, India. Served as Research Officer of Regional Planning Committee, Planning Commission Government of India. Taught interim term project in India.

DIVISION OF SCIENCE AND MATHEMATICS

Biology

Curtis, Paul, Associate Professor of Biology. Born—Hanumakonda, South India. Teaching—Overseas Practical Examiner in Biology, University of London. Travel—India, Great Britain.

McAuley, Auley, Professor of Biology. Travel—England, Belgium, Germany, Denmark, Austria, Sweden.

Miller, Gary L., Associate Professor of Biology. Taught interim term projects in Puerto Rico. Travel—Canada, Nassau, Virgin Islands.

Chemistry

Allen, Donald S., Director, Division of Science and Mathematics, and Professor of Chemistry. Science Consultant, Ford Foundation, Bandung, Indonesia, 2 years. Travel—Egypt, Lebanon, Jordan, Indonesia, Malaysia, Thailand, Japan, India, Hong Kong, Greece, Europe, Mexico, Canada.

Mathematics

Gregory, Frederick, Assistant Professor of Mathematics and History of Science. Study—Germany. Travel—Western Europe.

Physics

Brown, Richard, Associate Professor of Physics. Teaching—Brazil. Participated in development of nuclear physics Ph. D. program in Brazil. Travel—Western Europe. Taught interim term project in Brazil.

Library

Kerr, William G., Librarian. Librarian for 317th Air Division, One main library and three site libraries, Rabat, Morocco. Depot Librarian for 7485th Air Depot Wg. USAFE, Germany. Supplied air bases and radar sites in Germany, Greece, Italy, and France. Air Force—Bentwaters, United Kingdom. Responsible for a collection of 16,000 volumes. Was responsible for maintenance of library and regular functions of ordering, classifying, cataloging, reference and publicity. Assistant Librarian at the U.S. Military Academy, West Point.

EISENHOWER COLLEGE

FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 1973, AND ACCOUNTANTS' REPORT

HASKINS & SELLS,
Rochester, N.Y., August 17, 1973.

BOARD OF TRUSTEES OF EISENHOWER COLLEGE,
Seneca Falls, N.Y.

DEAR SIRS: We have examined the balance sheet of Eisenhower College as of June 30, 1973 and the related statements of current funds revenues, expenditures, and transfers, and of changes in fund balances, for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered appropriate in the circumstances. As to gifts, it was not practicable for us to extend our examination beyond the College's accounting for the revenues as recorded.

Continuation of the College's operations is dependent upon its ability to satisfy obligations as they become due with financial resources such as (1) sufficient current unrestricted fund revenues over expenditures and transfers, (2) major capital gifts, or (3) additional long-term financing.

In our opinion, subject to the College's obtaining sufficient financial resources to satisfy its obligations as they become due, the accompanying financial statements present fairly (on a going-concern basis) the financial position of the College at June 30, 1973, and its current funds revenues, expenditures and transfers and its changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Yours truly,

HASKINS & SELLS.

EISENHOWER COLLEGE—BALANCE SHEET, JUNE 30, 1973 AND 1972

	1973	1972
ASSETS		
Current funds:		
Unrestricted:		
Cash (including savings accounts: 1973—$48,560; 1972—($132,016)	$121,507	$164,902
Accounts receivable: Students and others (less allowance for uncollectible accounts: 1973—$30,449; 1972—$10,849)	258,689	241,048
Investments (current value: 1973—$386,000; 1972—$452,000) (Notes 1 and 3)	419,758	451,336
Prepaid expenses	433	1,565
Due from loan funds	2,802	6,895
Due from endowment funds	17,799	445
Due from restricted current funds	0	19,096
Due from plant funds	0	45,425
Total unrestricted	820,988	930,712
Restricted:		
Cash—savings accounts	4,112	25,671
Due from unrestricted current funds	46,385	0
Total restricted	50,497	25,671
Total current funds	871,485	956,383
Loan funds:		
Cash (including savings accounts: 1973—$809; 1972—$5,717)	2,900	10,589
Notes receivable: Students (less allowance for uncollectible notes: 1973—$8,800; 1972—$0)	534,895	411,790
Total loan funds	537,795	422,298
Endowment and similar funds:		
Cash (savings accounts) (Note 7)	367,583	296,183
Investments (current value: 1973—$491,400; 1972—$85,800) (Note 1)	503,732	84,250
Total endowment and similar funds	871,315	380,433
Annuity and life income funds:		
Cash (savings account)	446	424
Investments (current value: 1973—$446,270; 1972—$466,895) (Notes 1 and 3)	492,029	489,078
Accrued interest receivable	7,310	7,310
Total, annuity and life income funds	499,785	496,812
Plant funds:		
Unexpended plant funds:		
Cash	0	30,151
Certificate of deposit	0	81,300
Grants receivable from U.S. Government	0	136,782
Due from unrestricted current funds	15,000	0
Total unexpended plant funds	15,000	248,233
Funds for renewals and replacements:		
Cash	315	316
U.S. Government securities—at cost, which approximates market	27,317	27,943
Due from unrestricted current funds	368	0
Total funds for renewals and replacements	28,000	28,259
Funds for retirement of indebtedness:		
Cash	4,944	2,140
Grant receivable from U.S. Government (Note 6)	12,705	0
U.S. Government securities—at cost, which approximates market	243,700	224,316
Due from unrestricted current funds	4,795	1,229
Total funds for retirement of indebtedness	266,144	227,685

EISENHOWER COLLEGE—BALANCE SHEET, JUNE 30, 1973 AND 1972—Continued

	1973	1972
Assets—Continued		
Plant funds—Continued		
Investment in plant (Notes 1, 2, 3, 4, and 9):		
Land and improvements	$1,010,554	$964,095
Buildings and furnishings	16,210,219	16,121,758
Construction in progress	44,449	96,554
Equipment	928,363	716,239
Library books	480,856	424,554
Total, investment in plant	18,674,441	18,323,200
Total, plant funds	18,983,585	18,827,377
LIABILITIES AND FUND BALANCES		
Current funds:		
Unrestricted:		
Temporary notes and advances payable (Note 8)	375,000	0
Accounts payable	396,623	158,256
Student deposits and deferred income	290,500	284,655
Accrued interest payable	80,864	51,182
Due to restricted current funds	46,385	0
Due to plant funds	20,613	0
Fund balance (deficit)	(398,947)	436,619
Total, unrestricted	820,988	930,712
Restricted:		
Accounts payable	716	427
Due to unrestricted current funds	0	19,096
Fund balances:		
Educational and general	732	732
Student aid	49,049	5,416
Total, restricted	50,497	25,671
Total, current funds	871,485	956,383
Loan funds:		
Due to unrestricted current funds	2,802	6,895
Fund balances:		
U.S. Government grants, refundable	480,538	374,132
College loan funds	54,455	41,271
Total, loan funds	537,795	422,298
Endowment and similar funds:		
Due to unrestricted current funds	17,799	445
Fund balances:		
Endowment funds (Note 7)	831,020	369,863
Funds functioning as endowment	22,496	10,125
Total, endowment and similar funds	871,315	380,433
Annuity and life income funds:		
Undistributed income	7,398	7,376
Fund balances	492,387	489,436
Total, annuity and life income funds	499,785	496,812
Plant funds:		
Unexpended plant funds:		
Accounts payable	15,000	15,000
Due to unrestricted current funds	0	46,395
Fund balances	0	186,838
Total unexpended plant funds	15,000	248,233
Funds for renewals and replacements:		
Due to unrestricted current funds	0	259
Fund balances	28,000	28,000
Total funds for renewals and replacements	28,000	28,259
Funds for retirement of indebtedness: Fund balances	266,144	227,685
Total funds for retirement of indebtedness	266,144	227,685

	1973	1972
LIABILITIES AND FUND BALANCES—Continued		
Plant funds—Continued		
Investment in plant:		
Bonds payable (note 2)	$6,777,000	$6,866,000
Interim financing of phase II and phase III residence halls (note 9)	2,000,000	2,000,000
Notes payable—Banks (note 3)	1,118,514	1,256,744
Other obligations (note 4)	291,088	323,412
Net investment in plant	8,487,839	7,877,043
Total, investment in plant	18,674,441	18,323,200
Total, plant funds	18,983,585	18,827,377

The accompanying notes to financial statements are an integral part of this statement.

EISENHOWER COLLEGE

STATEMENT OF CURRENT FUNDS REVENUES, EXPENDITURES, AND TRANSFERS FOR THE YEARS ENDED JUNE 30 1973 AND 1972

	1973			
	Total	Unrestricted	Restricted	1972, total
Revenues:				
Educational and general:				
Student tuition and fees	$1,830,560	$1,830,560		$1,665,103
Gifts and grants	622,290	620,806	$1,484	1,179,366
Other sources	47,626	47,626		53,535
Total, educational and general	2,500,476	2,498,992	1,484	2,898,004
Student aid	52,768		52,768	62,694
Auxiliary enterprises	1,046,215	1,046,215		953,735
Total, revenues	3,599,459	3,545,207	54,252	3,914,433
Expenditures:				
Educational and general:				
Instruction	988,232	988,232		863,429
Organized activities relating to educational departments	14,903	14,903		19,182
Library	119,945	119,945		61,963
Student services	240,626	240,626		251,884
Operation and maintenance of plant	274,634	274,634		275,150
General administration	369,086	369,086		352,740
Staff benefits	229,398	229,398		198,452
General institutional expense	173,677	172,193	1,484	134,700
Total, educational and general	2,410,501	2,409,017	1,484	2,157,500
Student aid	448,108	395,340	52,768	421,316
Auxiliary enterprises (including debt service: 1973—$606,649, 1972—$389,684)	1,326,050	1,326,050		967,978
Total, expenditures	4,184,659	4,130,407	54,252	3,546,794
Excess of revenues over expenditures (expenditures over revenues)	(585,200)	(585,200)	0	367,639
Transfers from (to):				
Unexpended plant funds and plant funds for renewals and replacements	110,749	110,749		45,590
Loan funds for supplement to U.S. Government grants	(13,620)	(13,620)		(12,780)
Endowment and similar funds	(27,511)	(27,511)		0
Plant funds for retirement of indebtedness	(319,984)	(319,984)		(333,019)
Total, transfers	(250,366)	(250,366)	0	(300,209)
Revenues over (under) expenditures and transfers	(835,566)	(835,566)	0	67,430

The accompanying notes to financial statements are an integral part of this statement.

STATEMENT OF CHANGES IN CURRENT FUNDS BALANCES FOR THE YEAR ENDED JUNE 30, 1973

	Unrestricted	Restricted
Balances, July 1, 1972	$436, 619	$6, 148
Additions:		
Governmental appropriations		43, 332
Gifts and grants		24, 667
Interest income		618
Endowment income		29, 268
Total, additions	0	97, 885
Deductions:		
Excess of expenditures and transfers over revenues for the year ended June 30, 1973	835, 566	
Expenditures		54, 252
Total, deductions	835, 566	54, 252
Balance (deficit), June 30, 1973	(398, 947)	49, 781

The accompanying notes to financial statements are an integral part of this statement.

STATEMENT OF CHANGES IN LOAN FUNDS, ENDOWMENT AND SIMILAR FUNDS, AND ANNUITY AND LIFE INCOME FUNDS BALANCES FOR THE YEAR ENDED JUNE 30, 1973

	Loan funds	Endowment and similar funds	Annuity and life income funds
Balances, July 1, 1972	$415, 403	$379, 988	$489, 436
Additions:			
Governmental appropriations	122, 533		
Gifts and grants		433, 377	
Amortization of bond discounts			2, 951
Transfers from unrestricted current funds	13, 620	27, 511	
Income added to principal		12, 640	
Interest income	881		
Total additions	137, [illegible]4	473, 528	2, 951
Deductions: Expenditures	17, 494		
Balances, June 30, 1973	534, 993	853, 516	492, 387

The accompanying notes to financial statements are an integral part of this statement.

STATEMENT OF CHANGES IN PLANT FUNDS BALANCES FOR THE YEAR ENDED JUNE 30, 1973

	Unexpended plant funds	Funds for renewals and replacements	Funds for retirement of indebtedness	Net investment in plant
Balances, July 1, 1972	$186, 838	$28, 000	$227, 685	$7, 877, 043
Additions:				
Transfers from unrestricted current funds			319, 984	
Transfers from auxiliary enterprises			606, 649	
Gifts and grants	25, 448		38, 113	174, 133
Investment income	2, 873	556	7, 163	
Expenditures for plant facilities by:				
Unrestricted current funds				138, 240
Unexpended plant funds				104, 966
Principal payments on long-term indebtedness by funds for retirement of indebtedness				259, 555
Total, additions	28, 321	556	971, 909	606, 900
Deductions:				
Expenditures for:				
Plant facilities	104, 966			
Principal payments on long-term indebtedness			259, 555	
Interest payments on long-term indebtedness			673, 895	
Disposals of plant facilities				66, 104
Transfers to unrestricted current funds	110, 193	556		
Total, deductions	215, 159	556	933, 450	66, 104
Balances, June 30, 1973	0	28, 000	266, 144	8, 487, 839

The accompanying notes to financial statements are an integral part of this statement.

EISENHOWER COLLEGE—NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Fund accounting

The College's records are maintained in accordance with principles of fund accounting for colleges and universities as prescribed by the American Council on Education.

Investment in plant and investments

Investment in plant and investments are stated at the College's cost or fair market value at the date of gift to the College. In accordance with generally accepted accounting principles for colleges and universities, no depreciation is taken on investment in plant.

Retirement plan

The College participates in a contributory retirement plan covering faculty and administration. The College's policy is to fund retirement expense accrued.

Income taxes

The College has been ruled a tax exempt organization by the Internal Revenue Service and is, therefore, exempt from federal and state taxes on income.

2. BONDS PAYABLE

Bonds held by the United States Department of Housing and Urban Development (HUD) at June 30, 1973 and 1972 amounting to $4,200,000 and $4,255,000 respectively represent obligations arising from the construction of Phase I and Phase IV residence halls. The bonds are a general obligation of the College, and have as collateral a first mortgage on the residence halls and the sites thereof, and a first lien on and a pledge of net revenues to be derived from their operation. The bonds bear interest at an annual rate of 3% and are payable in varying annual amounts through the year 2016.

Bonds held by the United States Department of Health, Education and Welfare (HEW) at June 30, 1973 and 1972 amounting to $1,056,000 and $1,085,000 respectively represent obligations arising from the construction of a classroom building. The bonds are a general obligation of the College, and have as collateral a first mortgage on the classroom building and the site thereof. The bonds bear interest at an annual rate of 3% and are payable in varying annual amounts through the year 1998.

At June 30, 1973 and 1972, the two above-mentioned agencies also held $1,521,000 and $1,526,000 respectively in bonds, representing obligations arising from the construction of an administration-dining hall building. The bonds have as collateral a first mortgage on the building and its site, a first lien on and a pledge of net revenues to be derived from the operation of the kitchen, dining hall, bookstore and infirmary included in the project, and a first lien on and pledge of up to $73,000 of the general tuition annually to the extent required, together with other pledged revenues, to meet all debt service on the bonds. The bonds bear interest at 3% per annum and are payable in varying annual amounts through the year 2017.

3. NOTES PAYABLE—BANK

The College has two term loan agreements with Security Trust Company. The notes payable under one of these agreements, which amounted to $118,080 and $123,494 at June 30, 1973 and 1972 respectively, are payable in varying annual amounts through 1974. Notes payable under the other agreement amounting to $1,00,434 and $1,133,250 at June 30, 1973 and 1972 respectively are payable in varying annual amounts through 1980.

These notes bear interest at annual rates which are the bank's prime rate and 2% above the bank's prime rate. Certain pledges receivable, royalties to be received from the reproduction of paintings by Dwight D. Eisenhower, and securities, carried in the accompanying financial statements at approximately $723,000, and all real estate not otherwise pledged, are pledged as collateral to these notes.

4. OTHER OBLIGATIONS

The College has a lease-purchase agreement for a gymnasium building, tennis courts and certain equipment. The College has treated this agreement as a purchase, capitalized the construction cost portion of the contract, and recognized the corresponding long-term obligation. Payments under the agreement total $23,774 annually (which includes principal and interest at approximately 8% annual) through the year 1983.

At June 30, 1973 and 1972, the College also had a 7½% mortgage note payable in the amount of $42,403 and $44,167, respectively. Land and buildings totaling approximately $104,000 are pledged as collateral to the mortgage. Monthly payments of $418, including principal and interest, are due through 1984.

The College also has two instalment notes payable for the purchase of residence hall carpeting. These notes require monthly payments, including interest at 9% per annum, of $1,642 until August 1975 and $831 thereafter until January 1976. The balance due on these notes at June 30, 1973 and 1972 was $41,968 and $57,152 respectively.

5. RETIREMENT PLAN

Total retirement expense for the years ended June 30, 1973 and 1972 was $79,000 and $74,604 respectively.

6. GOVERNMENT GRANTS

The United States Department of Health, Education and Welfare has approved a grant to the College which will provide funds to be used for interest payments on the permanent financing of the library building. Under the terms of the grant, the College will receive approximately $25,000 annually through 1981.

The United States Department of Health, Education and Welfare has approved a grant to the College of $839,037 which will provide funds to assist in construction of a new physical education facility with a total expected cost of approximately $2,700,000. Unless an extension of time is granted by the Department of Health, Education and Welfare, this grant expires on September 20, 1973 if the facility is not placed under construction or under contract for construction prior to that date.

7. PROFESSORSHIP PROGRAM

The College is obligated to match or return by December 1974 $250,000 of endowment funds received from the Charles A. Dana Foundation in December 1971. The College is also required to make certain deposits and subsidies in accordance with the terms of the agreement.

8. TEMPORARY NOTES AND ADVANCES PAYABLE

Certain banks ($178,400) and certain members of the College's Board of Trustees ($197,000) have loaned the College $375,400 to meet its various short-term financing requirements. These loans bear interest at zero to 7½% per annum. Approximately $100,000 are represented by 90-day notes and the remaining notes and advances are due on demand. It is the College's practice to renew the 90-day notes upon maturity.

9. INTERIM FINANCING

Under an agreement with the contractor for construction of the College's Phase II and Phase III residence halls, interim financing on the completed facilities was provided by the contractor until December 29, 1972. The agreement requires interest payments at 18% per annum on the unpaid construction costs. The agreement also provides that if the College did not obtain permanent financing prior to December 20, 1972 the contractor may take title to the facilities and require the College to lease them from the contractor. As of August 17, 1973 the contractor had not exercised this option. The College is continuing to seek permanent financing or an extension of the interim financing agreement.

EISENHOWER COLLEGE FINANCIAL STATISTICS AS OF FEB. 18, 1974

	Equity and indebtedness			Terms		
	Cost	Equity	Debt	Percent	Date	
Residence halls:						
Phase I	$2,138,695	$208,695	$1,930,000	3	October 2016	HUD.
Phase II	3,303,993	1,975,493	1,328,500	20	November 1974	Iversen.
Phase III	1,289,021	617,521	671,500	20	November 1974	Do.
Phase IV	2,576,968	333,968	2,243,000	3	October 2010	HUD
Mamie Dowd Eisenhower Hall	2,147,003	1,062,003	1,085,000	3	March 1998	HEW.
Administration hall	2,260,497	20,000	480,000	3	November 2017	HUD.
			1,036,000	3	November 1999	HEW.
		609,732	114,765	+[1]2		Security Trust.
Slater Library	2,268,070	1,309,636	958,434	+[1]2	December 1981	Do.
Temporary gym	244,709	81,569	163,140	7½	January 1984	Iversen.
Golf course	200,659	200,659				
Red barn	35,000	35,000				
Land	777,740	777,740	3,000	7	September 1975	W. Moses.
Equipment	854,740	821,627	333,113	9	January 1976	T.C. Trust Co.
Library books	510,640	510,640				
Total	18,607,735	8,561,283	10,046,452			

[1] Prime.

	Operating loans
Collateralized	$183,400
Unsecured	297,000
Total	480,400
	Other assets
Life income fund	$492,387
Endowment funds	853,516
Investments	419,758
HEW interest subsidy (8 annual payments)	203,272
HEW grant receivable	839,037
Total	2,867,970

1973-74 OPERATING BUDGET AS APPROVED ON SEPT. 28, 1973

	Percent	Amount
Budgeted expenditures:		
Compensation	43.8	$1,751,972
Debt service	19.5	773,929
Student aid	11.2	447,377
Food service	8.6	347,682
Utilities	5.7	227,735
All other	11.2	448,569
Total	100.0	3,997,249
Projected income:		
Students	71.4	2,854,660
Other	7.6	302,929
Gifts	21.0	839,655
Total	100.0	3,997,244
	Projected	Actual
Budget projections and results:		
1968-69	$456,416	$113,569
1969-70	929,227	348,422
1970-71	625,000	26,952
1971-72	636,098	67,130
1972-73	1,315,000	−835,506
1973-74	839,655	
	Fall	End of year
Enrollments:		
1968	303	179
1969	459	334
1970	634	490
1971	778	705
1972	808	742
1973	779	(spring) 729

EISENHOWER COLLEGE,
Seneca Falls, N.Y.

With pleasure. I forward the enclosed reprint from College and University Business, a McGraw-Hill Institutional Publication. It should be of interest to all who admire the progress of Eisenhower College as well as to prospective college students seeking a quality education in the liberal arts.

RICHARD R. KLOTZ,
Director of Admissions.

[Reprinted from College & University Business, January 1972]

EISENHOWER COLLEGE—BRINGING THE WORLD TO SENECA FALLS

(By Stanford Erickson, senior editor)

As the taxi driver pulled up in front of the huge new glass and concrete administration hall of Eisenhower College, he shot a look over his shoulder at me and said, "It took more guts than brains."

I imagine when General of the Army Dwight D. Eisenhower directed the D-Day invasion against the well fortified steep bluffs of Normandy, the German generals had made a similar comment. Perhaps that's what ultimately led him to lend his name to this new liberal arts college. He had been advised against it. His own brother Milton, whose years in education put him in a position to know such things, thought it not only difficult to start such a new college in the late 1960s but "impossible." More than 2,000 colleges were then in operation, many suffering fiscal hardship. Financially the backers of this college did not even have the prospects for attracting big money. Nor at that time did they have a single educator to support their idea for focusing the curriculum of the college around a study of worldwide cultural and political systems.

The idea for the college was conceived in 1961 by a small town physician, Dr. Scott W. Skinner, who rallied together a small band of Seneca Falls townsmen. Their reasons for wanting to build the new school were diverse, but, fundamental to all of them, they desired to honor the 34th President of the United States. Being from a small town in northern New York, they thought they knew the value of "man-centered" education, an education that would lead to the world view of a man such as Ike.

"The boss' reaction to Dr. Skinner's letter asking for permission to name the college after him was typical," says General Edward P. Curtis, a trustee of the college at General Eisenhower's request. "He said that first they should show him proof that such a college could and should be built. It was not the General's nature to dismiss anything out of hand. Given that proof, Ike declared that he would not only lend his name to the college, but he would give his full support to it." That's all the townspeople needed.

A committee of 18 residents from the area headed up by John Rosenkrans, a Seneca Falls businessman, was formed in early 1962. Sacrificing personal professions and businesses, and contributing their own expenses, the committee worked tirelessly. But these men, whose experiences with higher education had been confined to the student's role, found themselves confronted with a plethora of academic complexities: feasibility studies, college budgets, charter applications, academic programs, faculty standards, entrance requirements. They traveled to state offices of education, federal offices in Washington, and to foundation headquarters.

In less than one year, the founders had raised $100,060. A typical example of the contributors: "An old farmer," Mr. Rosenkrans says, "who in his entire life had never spent money to buy himself a decent suit of clothes, gave us $1,000." The candor and dedication of men like Mr. Rosenkrans won over one of the nation's foremost educators, Earl J. McGrath, former U.S. Commissioner of Education, as consultant and ultimately as the first chancellor of the college. An architect from the nearby city of Auburn, Jim Beardsley of Beardsley and Beardsley, volunteered his services free of charge during the initial planning stages (later his company designed the entire campus at nearly cost). Armed with these accomplishments, the 18 founders piled into a local school bus and drove down to General Eisenhower's Gettysburg farm. The General had little recourse: In April 1963 he granted permission to have the college bear his name.

Sitting with President Rosenkrans in his office, with a penciled drawing of the General looking down on us, I could understand why General Curtis thought that Mr. Rosenkrans was the key reason his "boss" supported the college. Mr.

Rosenkrans is a big man, 6'3", 240 pounds, with clear blue eyes. He fumbles with words much the same way his big hands fumble with putting tobacco in his pipe. But his meaning is absolutely clear and he doesn't hedge answers.

How does one build a college from scratch and expect it to survive? Mr. Rosenkrans lit his pipe and puffed once, twice. "Dr. Abram Sachar, president of Brandeis, gave me a good answer to that. You build it fast and good, he said. But the major influence on us was the General himself. All of us throughout the area wanted to create something that the General would be proud of. Even today, with his oil paintings hanging on our walls and the numerous photographs and mementos of him that we have gathered, it is as if he resides here among us."

This same desire to "not embarrass the General" almost proved disastrous to the school in 1968, the first year the college was in operation. As the first semester was about to end, it became apparent that the faculty was on the verge of flunking out 46 of the school's 307 students, or 12 percent of the entire student body. Meetings were called, with those in charge of the business interests pulling one way and the faculty pulling the other. President Rosenkrans made the decision. "I figured that no matter how much we wrote and preached about high academic and moral standards, it would mean nothing unless we tried to maintain those standards. The students were pretty sharp. They knew they had us over an economic barrel." The 46 students were failed. That same first class, now in its senior year, totals a scant 96 students today; 69 per cent are gone.

The man most responsible for Eisenhower College's academic standards is Warren L. Hichman, vice-president of academic affairs and dean of the faculty. In mannerism and appearance he is somewhat of a counterpoint to Mr. Rosenkrans. His grey eyes have a brooding, contemplative strength belying his less than average height and slight build. He invites me to lunch downtown in Seneca Falls, two miles away, and walks out to the parking lot only to remember that he has loaned his car to his teenage son.

Where Mr. Rosenkrans acknowledges the students by name and a smile as he walks through the campus, while Mr. Hichman walks, his eyes are toward the ground. He sits in the cafeteria barely touching his food, and in a sad voice explains the reason for the decimation of the school's first freshman class. "We realize, under most circumstances, that the failure of a student in school is usually the failure of the school rather than the student, providing the admission standards revolve around what the school wishes to accomplish. As we've progressed in the last four years, we think we have accomplished this. Only 7 per cent of our freshman class failed last year." I think back to what "Bud" Ayres, a senior now, told me at the Red Barn over a beer the night before. Having flunked out of the Universiy of Pennsylvania, he returned to his high school for advice. The counselor looked in his waste basket and pulled out the Eisenhower bulletin. Here's a college for you, he advised. Last year Mr. Ayres made the Dean's List. It would appear that he and his peers have learned something as well. To evaluate its program, Eisenhower had its students take Educational Testing Services' Undergraduate Record Examination area tests in social science, humanities and natural science, with spectacular results. The juniors (Ayres' class) ranked 74 points above the national mean for seniors in humanities, 45 points above in social science, and 22 points in the natural sciences. The sophomores ranked almost 100 points above the national mean in humanities, 53 points above in social science, and 28 points in the natural sciences.

When Mr. Hickman joined the college in 1967 with the charge to recruit the faculty and plan and organize the academic program of the new college, the founders and trustees issued only this directive: Design a program which is internationally oriented, interdisciplinary, emphasizes a teaching faculty, concentrates on a select curriculum, serves a student body not to exceed 1,500, and is conscious of the need for true excellence. Mr. Hickman, who received his doctorate from the Graduate Institute of International Studies, University of Geneva, Switzerland, came up with "World Studies."

"An international orientation of an entire curriculum requires a base which not only serves as a general or liberal education core but which attempts to create a foundation for study of several disciplines as they relate to a multitude of cultures," Mr. Hickman rattles off. Structurally to guarantee this interdisciplinary approach, he rejected the standard academic departments and substituted five divisions: humanities, social science, science/math, physical, ed, and world studies. A mandatory core of instruction consisting of 42 to 59 credit hours integrates each of these divisions. Most students take nine hours in world studies each term during the freshman year and during their second year, six per term the third year, and three per term the last year.

"World Studies is structured chronologically to enable the student to see more clearly cause and effect, and the relationship of men, ideas and events," Mr. Hickman says. Teams, composed of liaison faculty from each discipline, have planned syllabuses in which each discipline complements the others (see preceding page). In the senior year a course in "Contemporary Man, Values and Institutions," seeks to have students use the data and concepts of the preceding years of instruction to identify values that they themselves believe worth perpetuating. With the remaining credit hours (120 are necessary for graduation) the student must take at least 30 in one discipline to fulfill a necessary "concentration" for graduation. The school year consists of fall and spring terms separated by a January Independent Study in which students often travel to countries.

A sampling of students' reactions to the program indicates that they have few criticisms. Bill Kenneally, a junior and philosophy major, points out that attending a new school permits the student to actually have a voice in "evolving the curriculum. The established approach merely means we did it yesterday and in no way prejudices us to doing it that same way tomorrow." Lee "Parkie" Jones, a sophomore, is less philosophical. She likes the core curriculum but would prefer it to be optional. "I would probably take it as an elective. I just don't like anyone telling me I have to take something."

Eisenhower's total budget this year is $3,796,407. Since opening in 1968, it has closed its ledgers each year in the black. For a college that has no visible endowment as yet, that's not bad. A remarkably successful development program, administered by executive vice-president Joseph D. Coffee Jr. is largely credited for this (see sidebar on development). To date the college has paid off $7 million of its $18 million investment in new buildings. Enrollment figures for the school in 1971–72, even though the senior class now has only 96 students, totals 773—a scant 27 less than the 800 students projected for this year back in 1967. If enrollment continues on schedule, there should be 1,500 students on campus by 1977. This is no mean feat considering total cost to a student per year is $3,656.

At first thought it might appear that starting up a new college with a required core of instruction might be bucking a trend. The consumer-conscious students of the country have increasingly sought the reduction of required courses. With more thought, however, it appears that Eisenhower is satisfying this same desire by the students. As Warren Hickman points out, what the students are reacting against is not required courses but the narrow curriculum viewpoint of the departmental approach to education. A broadly based interdisciplinary approach, whether required or not, is exactly what most liberal arts minded students want.

DEVELOPMENT

Through its development program Eisenhower College has raised $15 million in less than 10 years.

Three major reasons can be credited for the spectacular success of development at Eisenhower. First and foremost, its founders were local residents with strong hardnose business backgrounds. This business acumen is evidenced by the more than $1 million the founders were able to raise in the Seneca Falls area (population 9,400) in less than three years after they decided to build the campus.

Second, the founders hired Joseph D. Coffee Jr. away from Columbia University, where he had been for 20 years, and made him executive vice-president and vice-president for development and planning. Mr. Coffee was an experienced development man, plus he had the New York City sophistication that could graciously take advantage of the third major reason for the success of the development program at the college: General Dwight D. Eisenhower.

The General was true to his word when he said he would actively support the college. He encouraged his highly talented and influential friends to serve as trustees of the college. General Edward P. Curtis, General Alfred M. Gruenther, Ambassador Amory Houghton are trustees. General Lauris Norstad three months ago was elected chairman of the board of trustees. General Eisenhower was at the ground-breaking of the college, giving it national exposure. A Golden Wedding Tribute to the General and Mrs. Eisenhower, cochaired by Bob Hope, brought in gifts exceeding $500,000. The 90th Congress enacted and President Lyndon B. Johnson approved a special $5 million matching grant in support of construction of educational facilities as a "permanent living memorial" to the General. The grant has already been matched and the college is working to raise an additional

$5 million under the "Grateful Nation Fund." The college is one of two beneficiaries of a nationwide campaign paying tribute to the General's interest in golf. It is expected to get at least $500,000 from this. And the magic lives on: In honor of Mamie Eisenhower's 75th birthday, $75,000 was recently raised for the college for scholarships.

VILLAGE OF SENECA FALLS,
Seneca Falls, N.Y., December 18, 1973.

Hon. J. G. O'HARA,
The Capitol Building,
Washington, D.C.

DEAR CONGRESSMAN O'HARA: At a meeting of the Board of Trustees of the Village of Seneca Falls, N.Y., the following resolution was adopted unanimously.

Whereas, the citizens of Seneca County have a long and proud history of pioneering and carrying forward new ideas for the betterment of their community and the nation, and;

Whereas, in this progressive tradition, a group of such citizens respectful of the immeasurable contributions to twentieth century mankind by Dwight David Eisenhower, conceived the idea of Eisenhower College to serve in his honor and, enduringly, in his memory, and;

Whereas, General Dwight D. Eisenhower, 34th President of the United States, and internationally beloved leader, did accept the proposed College as his memorial, and;

Whereas, General Eisenhower, during the remaining years of his life did foster the advancement of the College, expressing satisfaction and approval of its progress and character, and;

Whereas, the people, corporations, churches and organizations of this Finger Lakes area have shown unswerving faith in the purpose of Eisenhower College [illegible] repeated generous contributions, and;

Whereas, we know from close observation that Eisenhower College has lived up to its commitment to President Eisenhower to create a distinctive academic program encouraging world understanding, and;

Whereas, the students, faculty, administration and staff of Eisenhower College have made untold contributions as good citizens to the betterment of this community, and;

Whereas, we recognize the difficulties encountered by the College in fulfilling its complete campus by renewed dependence on private philanthropy;

Therefore, in respect for this outstanding achievement, for the wishes of President Eisenhower and his family as well as all who honor his memory, we, the elected representatives of the citizens of Seneca County, feel responsible to record our full endorsement of the legislation now under consideration by the 93d Congress, legislation which will provide the means to make this living memorial to Dwight David Eisenhower a permanent national resource.

It was further requested that a copy of this resolution be forwarded to you. We are very much interested in the continued operation of this Educational Institution and feel all steps should be taken for its successful continued operation.

Sincerely,

MICHAEL GALDIS, *Mayor.*

HOUSE OF REPRESENTATIVES,
COMMITTEE ON EDUCATION AND LABOR,
SELECT SUBCOMMITTEE ON EDUCATION,
Washington, D.C., May 9, 1973.

Hon. JAMES G. O'HARA,
Chairman, Special Subcommittee on Education,
House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: A valued constituent, Patrick Horsburgh, Professor of Architecture at Notre Dame University, has asked me to do what I can to expedite consideration of H.R. 2994, which would provide funds for the Winston Churchill Memorial and Library in Fulton, Missouri.

This bill, introduced in the 92nd Congress by William Hungate of Missouri, has been re-introduced in the 93rd with the cosponsorship of Claude Pepper.

Any consideration you can give to Professor Horsburgh's request will be deeply appreciated.

With warm best wishes.

Sincerely,

JOHN BRADEMAS,
Chairman, Select Subcommittee on Education.

HOUSE OF REPRESENTATIVES,
Washington, D.C., September 18, 1973.

Hon. CARL D. PERKINS,
Chairman, Committee on Education and Labor,
Washington, D.C.

DEAR MR. CHAIRMAN: I am writing in regard to H.R. 2994, to authorize $2,500,000 to be appropriated to the Winston Churchill Memorial and Library in the United States for the construction of educational facilities at such memorial and library, and for other purposes, which I recently introduced.

I would appreciate your holding hearings on this measure as soon as your schedule permits.

Thanking you in advance for your kind consideration, I am
Sincerely yours,

WILLIAM L. HUNGATE, M.C.

NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE,
Washington, D.C., January 14, 1974.

Hon. JAMES G. O'HARA,
Chairman, Special Subcommittee on Education, Committee on Education and Labor, House of Representatives, Washington, D.C.

DEAR MR. O'HARA: Thank you for your inquiry to the National Commission on Libraries and Information Science regarding the special bills to give Federal assistance for the construction and equipping of three memorial libraries. I am pleased to answer your request for an assessment of the potential role of these three libraries in a national system of libraries and information centers. The views expressed in this letter are my own and not those of the entire Commission since the Commission will not hold its next meeting until February 1974. In order to give you a timely reply, I have discussed this matter with some Commission members, but the full Commission has not acted. In the discussion that follows, I have attempted to answer the general questions regarding the ideas set forth in these nearly parallel bills as well as the specific questions you have asked regarding the Hoover, Churchill and Rayburn libraries.

The question of Federal funding for a memorial to an individual should be answered, it seem to me, first on the basis of the type of memorial to be recommended, second on the basis of the importance of that memorial to national needs and on the continuing cost of that memorial to the public and third on the basis of the precedent that will be established for future requests to finance similiar memorials at Federal expense.

In each case before you, the proposed memorial is a building that is to be used as a library or in connection with a library. Whether such a building is funded entirely with Federal moneys or constructed on a matching basis makes little difference in the long-range outlook for the structure. Construction and equipment costs represent only the tip of the iceberg. If the building is to be a lasting memorial, plans and figures must encompass the operation and maintenance of the building which will be vastly more expensive than the initial cost. With Federal involvement at the outset, the expectation of the public will be for Federal support during the entire operation whether it is sought initially or not. A library building, as a memorial, will continue—irrespective of the protective language of the bill—to be an expense and a concern for the Government body that erects it. Resentment will inevitably be aroused against those who initiated the action of building if the structure is misused or allowed to fall into a state of disrepair. Of all of the kinds of memorials that could be erected for respected individuals, an operational building such as a library will, in the long run, be the most expensive. While your Committee may decide to countenance this large expense on the grounds that its public utility will more than compensate for the total costs and responsibility involved, the costs should be understood in full before the obligation is undertaken. In general, I would advise against the initiation of a building program—particularly a library—for a memorial to be built at government expense. It may be gratuitous to note that I am not opposed to library buildings or to the naming of buildings for distinguished persons. Thus the new Annex to the Library of Congress will appropriately fill a national need and serve as a monument to President Madison.

A national scheme of libraries for education, information and recreation will include several general collections and many, many special collections of importance. Our great national libraries, coupled with our university libraries and the largest municipal libraries, will satisfy most needs for general collections. Special collections are a more complicated component of the national scheme. Thousands already exist, and we do not have a full understanding as yet of all of our future needs for them. However, it is certain that we will not need a special library on every famous individual, era or idea. Special collections *within general libraries* can more properly serve the needs of the public for research materials in most instances.

The disadvantage of providing Federal funds for the construction of a memorial library for a few individuals is that the requests for Federal funds for an array of prominent persons not yet so honored will deluge the Congress. Whether or not these future requests are honored, they will take a considerable amount of Congressional time in order to deal with them. In summary of the general question, I would advise that a living memorial, such as the Woodrow Wilson Fellowships, offers many advantages over the construction of a physical facility for storage and use of a limited set of special materials. In the case of the Churchill and Rayburn libraries for which funds are sought, I would suggest that these principles apply in full and that Federal funds not be granted for these buildings on the grounds of their national importance as libraries or in the best interests of a suitable memorial to the individual for the future.

The situation regarding the proposed grant to the Hoover Institution on War, Revolution and Peace—introduced as S. 1418—is different. The special collections of the Hoover Institution at Stanford University already form an important component of the existing array of libraries and information sources. Their unique holdings have attracted scholars for several decades. They will continue to be useful as far into the future as we can now see. Public access to this rich storehouse of organized publications and manuscripts is very important. Entirely apart from the memorial aspects of the project, the Institution needs more space in order to continue the nationally important educational and research work that it has done so well in the past. The Education Building proposed will provide scholars with adequate space for the use of the materials already collected. It will also provide room for expansion of the collections within existing structures as reader space becomes available in the proposed memorial building. The library is already established and its worth has been accepted. There is little or no possibility of misuse or disuse of the building proposed. Precedent for Presidential libraries has already been established and the grant could not cause the Congress an embarrassment when other requests arrive. It is fitting that the Hoover memorial should be a part of his own Institution.

The entire matter of Presidential papers and of written and other archives of famous men and women has been studied over the years by the Librarian of Congress and the Archivist of the United States. Agreements and policies they have developed may be of importance to this question of funding of buildings. I hope you will query each of them as you have me regarding these bills.

Thank you for giving the National Commission on Libraries and Information Sciences an opportunity to comment.

The Office of Management and Budget has advised that there is no objection to the submission of this report and that enactment of S. 1418 would be consistent with the Administration's objectives.

Sincerely,

FREDERICK H. BURKHARDT,
Chairman.

WESTMINSTER COLLEGE,
Fulton, Mo., December 10, 1973.

Hon. JAMES G. O'HARA,
House of Representatives,
Washington, D.C.

DEAR MR. O'HARA: Following the hearing before the Special Education Subcommittee last week, I went to Texas for a series of meetings. Dean William Parrish, who also testified, has written to you expressing appreciation for the courtesies extended to us by you and other members of Congress participating in the hearings.

At one point the line of questioning suggested that a plan be developed whereby resources acquired by federal funds, if appropriations are made, could in the event of insolvency or the inability of the College to maintain the Library, revert to an appropriate agency operated in the public interest. We are already designated as an historical site by the Department of the Interior. I am writing to Congressman Hungate to advise him that we will discuss with our Board of Trustees a provision to cover any such exigency. I will advise the subcommittee on such an arrangement at an early date.

Thank you again for the constructive attitude which prevailed during the hearings about the Churchill Memorial and Library in the United States.

Sincerely,

DALE PURCELL, *President.*

WESTMINSTER COLLEGE,
Fulton, Mo., December 20, 1973.

Hon. WILLIAM L. HUNGATE,
Washington, D.C.

DEAR MR. HUNGATE: On December 17th the Executive Committee of Westminster College Board of Trustees authorized the administration to develop and present to that Committee by January 22nd, the following:

Recommendations of contingency plans should the College fall into hard times or have to close down, whereby it would be able to convey a change of jurisdiction of the Sir Winston Churchill Memorial and Library, to a suitable federally operated, endorsed, or supported agency, so that it may remain intact in perpetuity for the American people.

Such a contingency will be developed in anticipation of the granting, by the Congress, of federal funds for the procurement of materials, development of support, and maintenance of services for the Sir Winston Churchill Memorial and Library, as requested on December 3, 1973.

We will provide you, for Congressman O'Hara's Committee, whatever measures the Board adopts. Meanwhile, this letter of intent is in response to your inquiry concerning ultimate protection of such appropriations should the Congress grant them to this project.

Sincerely,

DALE PURCELL, *President.*

GRANTS TO INDIVIDUAL COLLEGES AND LIBRARIES

MONDAY, DECEMBER 10, 1973

House of Representatives,
Special Subcommittee on Education
of the Committee on Education and Labor,
Washington, D.C.

The subcommittee met at 10:15 a.m., pursuant to notice, in room 2261, Rayburn House Office Building, Hon. James G. O'Hara (chairman of the subcommittee) presiding.

Present: Representatives O'Hara and Huber.

Staff present: Jim Harrison, staff director; A. C. Franklin, counsel; Elnora Teets, clerk; Robert Andringa, minority staff director.

Mr. O'Hara. The subcommittee on Education of the House Committee on Education and Labor will come to order.

The first bill that we are considering this morning concerns the Deganawidah-Quetzalcoatl University located between Davis and Winters in the State of California.

This institution was created as a national learning and cultural center for Indian and Chicano students and for others who have a special interest in matters affecting Indian and Chicano people in the communities.

H.R. 1144 would authorize the Commissioner of Education to make grants to the university totaling $35 million during an approximately 4-year period for the university's development and improvement, including the construction of facilities and employment of administrative personnel and provision of student services.

[H.R. 1144, 93d Cong., 1st sess.]

A BILL To authorize grants to the Deganawidah-Quetzalcoatl University

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That it is the purpose of this Act to provide grants for the construction of facilities and the development and improvement of the curriculum of the Deganawidah-Quetzalcoatl University in order that it will be fitted to assume a role as a national learning and cultural center for Indian and Chicano students, as well as for others having a special interest on matters affecting Indian and Chicano people and communities.

Sec. 2. The Commissioner of Education is authorized to make grants durng the period beginning with the date of enactment of this Act and ending June 30, 1977, to the Deganawidah-Quetzalcoatl University to be used for its development and improvement, including the construction of facilities, employment of instructional and administrative personnel, and provision of student services. Such grants shall be subject to such terms and conditions as the Commissioner may prescribe.

Sec. 3. There is authorized to be appropriated $35,000,000 in the aggregate for making grants under this Act during the period ending June 30, 1977.

Mr. O'Hara. Our first witness will be the sponsor of H.R. 1144, our very good friend, the Honorable Ed Roybal, of California, who will be accompanied, as I understand it, by Mr. Henrique Quevedo, president of the university, and Mr. David Risling, chairman of the board. Is that correct?

Mr. ROYBAL. That is correct.

Mr. O'HARA. I would like to welcome you to the committee and look forward to hearing your testimony.

STATEMENT OF HON. EDWARD R. ROYBAL, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. ROYBAL. Thank you.

I welcome this opportunity to share with you and members of the committee my support and enthusiasm for D-Q University.

The founding of D-Q University represents an existing and innovative endeavor which has national significance for education as a whole. It demonstrates the struggle of two historically oppressed groups to advance themselves. This university has dedicated itself to the goal of fostering cultural and racial understanding, as well as developing academic excellence.

Even though the university started in 1971 D-Q University has gained full accreditation and has become a leader in the development of vocational community education and bilingual teaching methods.

The presentation that of the representatives of D-Q will make today will show the remarkable achievements this institution has made in the short span of 2 years. But the dream of developing a national learning center cannot be achieved without strong financial support over the next 5 years.

The bill which I introduced last year and the beginning of this year would authorize $35 million over a 5-year period for the construction of facilities and the development and improvement of curriculum.

The funds would be used to carry out D-Q's goal of creating "a national learning and cultural center for Indian and Chicano students, as well as for others having a special interest on matters affecting" these communities.

It is my belief that the Federal Government should strongly support efforts to develop higher educational opportunities for American Indians and Mexican Americans.

Both minorities have experienced a long history of persecution and discrimination in this country. Even today, despite court decisions and civil rights legislation, these Americans continue to face educational neglect at all levels.

In a series of recent reports on the Education of Mexican Americans in the Southwest the U.S. Commission on Civil Rights depicted a tragic picture of racial isolation, cultural exclusion, a lack of higher educational opportunities.

While Mexican Americans constituted 17 percent of public school students in the Southwest, they held only 4 percent of teaching positions.

Further, of 100 Mexican Americans entering grade one, only about 23 entered college. In contrast, 49 out of 100 Anglo students had access to college. There is clearly a great need for a university of the caliber and vision of DQ.

Two years ago DQ University received a Federal land grant, located on 640 acres of surplus land near Davis, Calif. Under this grant the university is committed to developing a national educational program. In a very fundamental sense DQ shares in the underlying goals of the land grant college movement. As you know, the first Morrill Act of 1862 which created the land grant colleges was the first important step democraticizing higher education in this country.

Before this time higher education was reserved for the elite, the wealthy and the professional classes. Despite the democratic objective of the Morrill legislation, American Indians and Mexican Americans have not gained little access to these schools.

It is my firm belief that DQ University provides us with an opportunity to correct this injustice and re-establish our commitment to a program of education designed to serve egalitarian purposes.

Besides DQ's strong similarity with the land grant movement, there are other grounds for Federal support to this university.

As in the case of Howard University, the Federal Government bears a special relationship and responsibility to DQ University. While legislation incorporating Howard was approved in 1867, Congress formally authorized appropriations for this outstanding private institution in 1928.

One of the justifications cited during the 1928 legislative conference on Howard was the realization that the Government had a responsibility to correct the educational neglect suffered by Black Americans.

The conference asserted that "Federal aid to Howard University was fully justified given the national importance" of black concerns. It went on to conclude that the country owed a similar obligation to the dispossessed Indian.

It is my strong hope that we in Congress will realize the need for a similar commitment to the more than 8 million American Indians and Mexican Americans living in this country.

But unlike the Howard University effort DQ University is not requesting a 45-year legislative authorization, but one restricted to 5 years.

This commitment would provide the financial assistance needed to develop DQ University into an ongoing comprehensive institution vitally concerned with community education and minority advancement.

Mr. Chairman, I believe that the establishment and survival of this university is in the national interest and that our Government should play a role in its development. I strongly recommend that this committee join with me in supporting this serious educational effort and vision.

I would like to introduce Mr. David Risling, who is the chairman of DQ University's Board of Directors, who is to my immediate right, and Mr. Enrique Quevedo, president of the university.

Both of these men have a message to deliver and I sincerely hope, that once their presentation is made, that this committee will carefully examine the desirability of funding this project but the great need that will be served as this subcommittee takes positive action.

Mr. O'Hara. Thank you, Mr. Roybal.

STATEMENT OF DAVID RISLING, JR., CHAIRMAN OF THE BOARD OF TRUSTEES OF DEGANAWIDAH-QUETZALCOATL UNIVERSITY

Mr. RISLING. Gentlemen, my name is David Risling, Jr. I am currently the chairman of the Board of Trustees of D-Q University which is the regents governing body. I am a member of the President's Advisory Council on Indian Education. I serve on the boards of the National Indian Education Association and the California Indian Education Association. I am a member of the Hoopa Tribe, born in Hoopa, Calif., the largest reservation in the State. I am the director of Tecumseh Center at the University of California at Davis.

Higher education for the Native American and for the Chicano is not a new phenomenon on this continent. Long before manifest destiny, universities and college academies existed in this hemisphere. The Calmecac of the Aztec, illustrated by the great university in Mexico before the Spanish invasion, and the great Iroquois academies which preexisted the white man's coming, were centers of great learning and science. Foreign anthropologists, archaologists and education historians still marvel at the grandeur of these American institutions. Keepers of the law, men of medicine, administrators and scientists were educated in the ways of the indigenous societies when the Anglo-European systems were struggling for a written language. Colonizers have always operated in the same basic manner, however benevolent thir motive and however religious their zeal. The pattern of history calls for the extermination of culture if the colonizer is benevolent and the extermination of people, if malevolent. Indians and Chicanos in this country have had a share of both modes of conquest.

Statutes were enacted and some still persist which prohibited the use of Native language in social and private conduct of affairs. Treaties were signed which forced migration and dislocated living patterns of family and agrarian societies. Children were forcibly removed from their homes and sent to Government schools far from family and heritage to learn new ways and values. This latter practice still goes on under federalization education on most reservations. Both the Treaty of Guadalupe Hidalgo of 1848 and the collection of Indian treaties in the rest of the country made certain guarantees which were never met, if in fact they were intended. Treaty guarantees which under law transcend constitutional guarantees were made, insuring equal protection, due process, safety from invasion, guarantees in perpetuity of language, mores, values and religion.

The law created a promise but institutions prohibited its realization. A guarantee without a societal support is a fantasy. Societal support without institutional commitment is a figment of history. Social continuity without institutional structure is like a ship sailing on a desert; the intention is clear but the act is frustrated. Thus resulted centuries of promise and decades upon decades of neglect, discrimination, isolation and near oblivion. We have survived but we have not flourished. We are not dead but we are not living. The extent of the suffering has been the focus for every session of Congress in this decade and in this century. Every statistic in infant mortality, life expectancy, health needs, housing, education and unemployment have been microscopically documented by and for every agency of government, foundations and universities, perhaps too frequent a citation of the statistical state of the Indian and Chicano has made this Nation accept the body of this data as the standard of commitment by the Anglo society and the standard of expectation for Indians and Chicanos. Years of study, months of hearings, centuries of promises bring us to this table.

As this Nation approaches its second hundred years, the Native American and Chicano cannot look back for there is nothing which dignifies the memory of the last 200 years and to look forward is to risk the wrath of history which is the prolog to the future. We must look for a new dimension of time and a new measurement of space. We therefore must look to ourselves in the places of our culture. We are here to tell you of what this look to ourselves has produced and ask your support so that we might more realistically look to the future for our children and our children's children.

Self-determination is an Anglo concept which has its counterpart in our concept of self-realization. A man cannot determine himself. Forces of nature and other men determine him and he must be aggressive to accept if such is beneficial and resist if such is detrimental. We have resisted the detrimental long enough as it has been necessary to do so in order to survive. We are beginning now to become more aggressive in accepting what is beneficial. But acceptance is ours and its form must also be ours. The Government has always supported Indian and Chicano self-determination as long as the latter chose to determine themselves as Anglos or Europeans. Perhaps this is because it is hard for a European to understand what is Indian, what is Chicano. And what is Chicano and what is Indian is essentially tribal and the differences are intertribal. We firmly believe that for us to enjoy self-determination as we determine it to be is good for the larger society. The current inescapable crises of pollution and depleted natural resources are obvious demonstrations of what is bad for this society and inimical to our most traditional values. What is happening to young people, to older people and to institutions are less obvious but nevertheless equally related. D–Q University is about all of these things. It is equally as real as all of these things are real. It can be made stronger with the Government meeting its responsibility in deeds to follow promises. It shall become stronger nevertheless, for we see no retreat from this new history of Indian and Chicano people. Congress has spoken of its responsibility in equal opportunity for all Americans and has acted well on many of these issues. Congress and, more often, agencies charged by Congress to support equal educational opportunity have not always acted in concert with the realities faced by our people. We firmly believe that we bring an opportunity to this table and more firmly believe this since we have already done much in making this opportunity real for our children. We are asking that this reality become expanded under precedents clearly enunciated by this and other sessions of Congress. We hold as much hope for this support as we do for the mark of the third century of this Nation to be remembered as the epoch when the noble principles of the Constitution and of the Declaration of Independence were brought to all segments of this troubled society.

STATEMENT OF HENRY A. QUEVEDO, PRESIDENT, DEGANAWIDAH-QUETZALCOATL UNIVERSITY

Mr. QUEVEDO. Mr. Chairman, in order to share with you and the members of this subcommittee the manner in which the university meets the historical mission for which copious statistical foundations exist, we would like to share with you the foundations of our educational mission and proceed thereafter to inform you as to the manner and nature of how we respond to this important mission. The cornerstone of our mission is to provide for our students under a program of academic excellence education and training services in a context which reinforces and intensifies the cultural integrity of their heritage. For centuries the white educational theorists have placed as the affective cornerstone of education the culture of society as the primary conduit of information. If an education is the fabric in which the progress of the commonweal is cloaked, then culture is the color and cast of that fabric.

The eminent cultural anthropologist, Dr. Ruth Landis, commenting on the Chicano, validated this principle of the conduit when she enunciated that "It has been found that suppression of the home and community culture of these people and the attempt to impose * * * Anglo and other external values have traumatized these children and sterilized all possibilities of the growth of free intelligence." Dr. Seymour Itzkoff in his acclaimed work on cultural pluralism states: "Philosophically, we insist that the existence of a political community should involve no intrinsic demand for its cultural purity or that minorities either resign from the political community or surrender their language and culture. At the same time we must urge that within the larger community there must be room for self-governing, culturally unique groups with the right to demand appropriate behaviors of their membership.

We ought not to view the intrinsic demands of these people as exclusively a search for private or limited fulfillment; the existence of this minority in a state of health and vigor constitutes an important resource for the wider culture. Native American and Chicano scholars, educators, leaders both political and spiritual, poets and philosophers have stated the same principle in more intense and eloquent terms. Perhaps hearing the principle enunciated by Anglo educational philosophers and scholars is appropriate demonstration.

Additionally, the second goal of the university is to provide for native American and Chicano youth the training and skills necessary for the accumulation of nation-building skills required by the Indian and Chicano communities in cities, reservations, and rural areas. The student at D-Q University must take back to his communities the new technologies which are life enhancing, life expanding, and life protecting. The communities in which our people live are the poorest of the poor, comparable to that poverty found in underdeveloped countries. We cannot nor shall we wait until the white community has totally met the needs of white people in order to bring such expertise to our communities. The white community seems to have needs which expand in direct proportion to the deterioration of our communities. Thus, even furthering the gap of opportunity for the native citizens of this country. D-Q University shall shorten the gap for millions of our people who pay so dearly so that the communities of others suffer little discomfort. Additionally, D-Q University seeks to preserve and instill cultural heritage in order that cultural values become a dynamic and synergistic force for all Americans as well as a critical lens for our students. Because the conventional white educational system has become the arrogator of what they call "other cultures," the native American and Chicano is seen by others and himself as a member of a static and historically quaint society. This sense of folk curiosity creates a deep-seated alienation. The poor quality of scholarly inquiry which produces this result is equally disappointing. A competent and caring scholarly inquiry of the living cultures must be expanded by native scholars in anthropology, history, psychology, and other disciplines in order that the student perceive the reality of pluralism in this country and that other institutions, both private and public, receive such knowledge to enhance and expand the state of any art and improve upon and enrich the total society.

The final statement of institutional purpose for the university is to serve as a national center for resource mobilization and development for Indian and Chicano communities as well as to mobilize the talent found and housed in the university for technical assistance and training in Chicano and Indian communities. The capital resources of this Nation have less than mysteriously eluded our communities. Whereas each student is expected and encouraged to return to his community with his newly acquired skills, most of our communities cannot wait. Our people are faced with pressing and large-scale problems which require a concentration of resources and team approaches to meet the demands of crises.

An indigenous national resource with diverse skills and a commitment to use them has long been overdue. Solutions to critical community problems must be documented and shared with other communities as models for self-sufficiency and self-determination.

These four corners represent the universe around which we are constructing our sense of direction and development. Much like the four directions converge at every point of a student's life, the convergence moves as the person moves, always constant but ever moving. I would now invite you to move with me through our institution to share a perspective of manner in which we meet and the extent to which we have operationally defined this broad and relevant mission.

Our college of arts and sciences at D-Q University is Tiburcio Vasquez College where we offer through an interdisciplinary curriculum majors in education, psychology, anthropology, economics, health sciences, history, political sciences, fine arts, philosophy, and sociology. Because it is educationally unsound and we perceive it as such, the contemporary wisdom of segregating areas of knowledge is rejected at D-Q University. Political science, economics, and contemporary history cannot be learned as separate from each other but they are taught as separate * * * and taught separately. Nor can any of the above be divorced from philosophy and sociology * * * but they are taught separately. At D-Q University we are far less concerned with teaching than we are with learning. White educational theory makes little distinction between the two and emphasizes the former.

Many teaching systems have been devised for man who has but one learning system. At the university we realize that this learning system for man is wholistic and comprehensive, not narrow or bifurcated. Even specialization needs a wholistics context in which to deposit knowledge. It is strange that the term university in this country no longer means "the one" in the context of "the whole" but "the many" in no context. Our curriculum strategy is fostered to create a whole person in a whole context.

Our emerging strength is and shall continue to be in our school of education. With the congressional mandates for equal educational opportunity and affirmative action, this Nation has become more aware of the need for teachers of Indians and Chicanos to be Indian and Chicano teachers. Unfortunately, those agencies and institutions charged with this responsibility and often subsidized by the Federal Government have thwarted the will of Congress to the point that we are in shorter supply of native teachers now than we were before such mandated affirmative action. For example, under a school system supervised by the Federal Government itself, in the Navajo Nation, out of 2,800 teachers in all Indian schools, less than 100 are Indian and less than 80 are Navajo. On the Papago Reservation, 1 out of nearly 100 teachers is Papago. In California, Chicano teachers are underrepresented in proportion to Chicano children by over 6,000 percent. This represents a State where nearly 23 percent of the entire school population is Chicano. These illustrations are the rule in every part of the country where our people struggle for survival.

Whereas it is necessary to train thousands of native teachers, it is equally as important to recycle Anglo teachers toward methodologies for teaching in school systems where our children are found. The U.S. Civil Rights Commission, after 3 years intensive study, documented the fact that Indian and Chicano students are directly hurt by well-meaning teachers who, through teacher-pupil interaction, favor grossly the Anglo child in a mixed classroom and demean the Indian and Chicano child with image destroying attitudes and behaviors. The State of California responding to this special need has mandated by statute special training of bilingual and bicultural teachers. Additionally, the Federal courts have mandated accurate methods of diagnosing and assessing progress of Indian and Chicano children. It was established and documented that the current assessment practices were so culturally biased that results were grossly distorted. It was additionally found in California that 80 percent of the Chicano children placed in classes for the mentally or educationally retarded after such tests did not belong ther. If our system of jurisprudence was designed to run the risk of freeing the guilty rather than overcome presumptions of innocence, what of our educational system which imprisons the minds and stunts the growth of innocent children by these mind-destroying practices. What of the guilt of those school systems which knew or should have known that their ignorance and psychological arrogance was literally sentencing thousands of 6 and 7 year olds to a life of darkness and ignorance.

Our school of education is working to correct this distorted psychometry by designing and validating test instruments and training school personnel in the use and interpretation of sound methods of assessment. This year 15 of the largest school districts in the State of California have asked us to provide training for their teachers in meeting the educational needs of Indian and Chicano children. They have also asked us to train their school administrators in practices and systems which will increase educational opportunity for native American and Chicano children. We are proud of the fact that these school systems have placed the training of their teachers in our hands while, at the same time, we are saddened that these and other local education agencies have no place else to go and that prior to the existence of D-Q University there was little real hope for this training. Since desegregation activities have been mandated by Congress and by the Federal courts very, very little has been done to insure that learning systems suitable for use are waiting to receive our children when the schoolbus stops. We are additionally engaged in assisting school systems in California develop desegregation related programs for Indian and Chicano students. The university has already received much recognition for its curriculum development systems since in the area of Indian and Chicano culture much of what exists has been used in supplementary or piecemeal efforts. Whereas we do not at this time wish to engage in the debate regarding assimilationist practices, we are prepared to assert that in public school systems the total curriculum must be overhauled not merely repaired. Without this fundamental redesign, our children have little hope for not becoming numbers in the hundreds to thousands of minority children who are abandoned by the schools and branded dropouts.

Another of our developing institutions at D-Q University is our health sciences school soon to become Carlos Montezuma College. In researching the extent of health problems of Indians and Chicanos, literally thousands of pages of testimony have been presented to Members of Congress, State legislatures and Government agencies. I hesitate to remind the Members of Congress of the highest infant mortality rates and the shortest life expectancies in this Nation and comparable to such in underdeveloped nations. We are now offering to our students a curriculum for the preparation of health technicians in all areas in the delivery of health care. This multidisciplinary program prepares competent practitioners for the delivery of health care to Indian and Chicano communities in 2 short years. This program has been acclaimed by the best in the country by the chief of neurophysiology at Walter Reed Memorial Hospital. Sophisticated research is now being conducted in this program which would extract from Indian medicinal herbs those compounds and ingredients already recognized as life-saving by most medical authorities. As long as the Indian and Chicano communities go virtually unrepresented in medical careers and professions and as long as the fee-for service system is practiced in this country, literally millions of our people in this country are receiving death sentences from these conditions. Those who survive, can expect only suffering and discomfort. With the proper planning and support this college will evolve into a full medical school with a research component to seek remedies and solutions to the unique pathologies which visit the Indian and Chicano.

For years it has been the dream of Indian scholars and traditionalists to capture for posterity almost extinct Native American languages and oral history. Centuries of spiritual values, oral histories for the most part lie in the minds of elders and oral historians located far from educational institutions. Some efforts have been made to record these oral histories electronically but the success of these efforts have been limited by the language itself. Linguists and semanticists easily appreciate the ineffectiveness of translation. Additionally, like other natural resources, many of our children will grow into manhood estranged from their linguistic roots and deprived from a primary conduit to the culture of their fathers. For some Indian communities across the Nation, this desire to teach their children and grandchildren the native language has been so strong that both tribal and spiritual leaders are prepared to accept conventional literacy systems as long as language content remains indigenous to the culture. We have launched a national effort to develop these mechanisms for language training in native communication arts. We have deployed a staff of 14 full time Native American linguists and others into the Papago and Zuni nations to develop language literacy systems for these two vital languages. Next year we shall select two or three other language areas most threatened by extinction and by Government action while at the same time, leaving in the Papago and Zuni nations total community control of the newly established language centers. Part of these efforts includes storing oral and newly written traditional stories, spiritual lessons in the archives of D–Q University to add to our resource library for the use of indigenous scholars, our own students and the total community. This effort will develop as an integral part of our proposed national center for indigenous studies which shall serve doctoral candidates, traditional teachers and indigenous scholars. Perhaps, the best illustration for this need is sucinctly made by Sun Chief, a Hopi Indian who was removed from the reservation and placed in white schools at a very early age. Speaking to the difference in the development of logic because of the difference in language, he said: "I had learned many English words . . . I also learned that a person thinks with his head instead of his heart".

The extent to which we are meeting the need for technical assistance to our communities can be illustrated by some examples.

We have assisted a large group of farm workers in Merced, Calif., in the design and funding for an agricultural cooperative which serves as reliable employment for farmworkers, sustenance for their families in table crops, and stabilization of the family core so that children of farmworkers can for the first time attend schools on a regular basis.

We have enrolled the teachers at Ramah School in New Mexico at D–Q University to certify their education since certification was denied to them by every institution of higher education around their community. This school is controlled by Navajos, run by Navajos, and serves Navajo children.

We have sent to the Indian and Chicano community along the southern Colorado River area a team of curriculum specialists to assist in design of a curriculum for an elementary school which will serve Indian and Chicano children. Interestingly, this is an area where the local education agency closed the only school rather than to desegregate for Indian and Chicano children.

We are assisting the Pitt Indians in their land claims against further intrusion by outside forces which have reduced their communal lands over the last hundred years.

We are assisting community groups in setting up alternative health systems where local and regional health systems do not or cannot serve the most critical health needs.

In addition to these and other efforts we hold regular conferences at D–Q University in which we assist many, many communities at one-time draft proposals for much needed programs. We also maintain under an ancient tribal custom an open campus to our communities for there use in meetings, conferences, and pow-wows or religious ceremonies. We understand that this practice has recently been discovered as beneficial in white schools by white administrators. I believe the concept is called a community school and fostered by the Charles Stewart Mott Foundation.

Finally, we need to stress a critical point which deals with profound issues. Whereas D-Q University is an exercise of self-determination for Native American and Chicanos and whereas the cultural integrity of these people is the cornerstone of this effort, we consider ourselves to be part of the educational universe in this country. Out campus enrollment is open to nonindigenous students and we welcome them. Our efforts are not limited to our own people. Were we to do so, we would seek educational opportunity through a means by which we have been denied the same: systematic institutional exclusion. Further, our successes have come to be shared with Anglo school systems for the benefit of all children. We feel we bring in an educational sense, values of cooperation and not competition, equality and not hierarchy, a sense of the natural environment to a suffocating nation. We feel we bring these values to all people especially in these times of intergroup tension, depletion of natural and human resources, pollution of air, water, land and minds. We feel these things to be the goals of cultural pluralism and we are making these convictions work. Nor are we alone in our feeling that we serve all citizens through our work. Every aspect of public opinion about us has affirmed our view. The city in which we are located, the country in which we are located, the State in which we are located have proclaimed and resolved in their elected bodies that D-Q University is a symbol of equal educational opportunity for Indians and Chicanos and that we are a national educational resource for all Americans regardless of their cultural antecedents. I am submitting with this testimony copies of such documents of resolution for your use and information. Additionally, I am submitting a letter for your information from a group of national leaders, educators and members of the public bodies charged with education, stating their support for our efforts and future. I have submitted to this subcommittee a copy of our 5-year master plan which reflects in competent and complete detail the sound and rational planning of our institution.

This Government has identified over $180 million which have been authorized by Congress and spent over the last fiscal year for support in higher education for America's largest minority, the black American, who suffers comparable educational neglect. We commend this country for this support and for the recognition of the national obligation to assist "in view of the inequitable cultural and educational opportunities afforded to Negroes". This quotation comes from the Senate hearings on H.R. 13111, 91st Congress, 1st session part 5 page 3996. The first precedent for the action we request goes back to March 2, 1867 when Congress authorized the establishment of Howard University.

The Treaty of Guadalupe Hidalgo has been just signed in 1948 dealing with the indigenous peoples of the southwest and Indian treaties were still being negotiated assuring these indigenous populations equal rights and protection. The Secretary of the Interior convened a conference in 1928 on the enactment of H.R. 279 passed by the 70th Congress, first session, to "aid in the construction, development, improvement and maintenance of Howard University". At this conference it was concluded that for many years it had been felt that the American people owed a similar obligation to the Native Americans whom they dispossessed of land. Thus, there is a recognized precedent for this action. we perceive it as timely if not late and the need is greater today in numbers and scope than it was a century ago for black Americans. We do not ask for perpetual assistance, though we are hopeful that this action will not be seen as more than a small investment in the obligation to indigenous people in this country. One university cannot alone solve all of the educational problems facing our people. We are asking for this assistance for only 5 years after which our recently launched endowment fund and our own private efforts shall make the university viable for the future thereafter. We share the view of many people that our efforts and current status are historic in their dimension and character.

The Western Association and the State of California have recognized us for accreditation purposes. The visiting inspectors for the regional accrediting agency, the Western Association of Schools and Colleges, spent weeks examining the details of our institutional qualifications. I will quote from their final report a copy of which I am submitting for your use and deliberations. Citing the aims of the university from the viewpoint of our constituents, the students, the commission reports "The students interviewed indicated an almost religious zeal to make these aims succeed." Speaking of the faculty, the report continues, "Salaries are low but personal commitment is high * * * it is noteworthy that members of the faculty believe in the students and the service they need and bring to the assignment specialized training and unstinting enthusiasm." Speaking of the academic environment, the commission continues: "The free and informal manner of the staff support the university's philosophy of allowing growth to develop in a student in a natural way. There seems to be an atmosphere free of the tensions and turmoil of other educational institutions." This commission reviews and visits the work of hundreds of universities and colleges in the region, thus this observation is one in which we take great pride. Referring to this action before you the commission freely observed: "Legislation has been introduced to support D-Q University based upon its national orientation and demonstrated benefits to native American and Chicano people. Congress has set a precedent for at least one other institution. It is believed that there is sound justification for D-Q University to receive such continuing assistance." Concluding, the report states: "D-Q University appears to have developed an effective approach for the education of Indian and Chicano students." I urge the reading of the full report which is replete with observations made by an objective regional accreditation agency not known for its generous comments but better known for its objective and rigid standards.

In closing, may I place our development in the context in the profound injunction of Chief Dan George. On the threshold of the centennial of the Canadian Republic and today as this Nation approaches its Bicentennial we quote: "We shall grab the instruments of the white man's success—his education, his skills and with these we shall build our race into the proudest segment of your society. We shall see our young braves sitting in the houses of law and government, ruling and being ruled by the knowledge and freedom of our great land. So shall we shatter the barriers of isolation. So shall the next 100 years be the greatest in the proud history of our tribes and nations."

Thank you.

Mr. O'HARA. Thank you very much.

Does D-Q University offer a 4-year program leading to a baccalaureate degree, or 2-year program?

Mr. QUEVEDO. This year we have begun offerings in upper division. Our current status is at the community college level. We intend to fully develop the undergraduate level over the next 2 years and then move into upper division accreditation.

Mr. O'HARA. Does D-Q University receive any income from public sources?

Mr. QUEVEDO. Yes, we receive a small portion of funds under the EOG program for support of students. We receive a small portion of funds, this year $100,000, from title III of the Higher Education Act for developing institutions to begin to solidify some of the curriculum and the stabilizing of our library resources and curriculum development.

We receive funds from the Educational Professions Development Act for the training of teachers that are in the public school systems for meeting the needs of native Americans and Chicano children. We receive some Federal funds and are supported by private donations and some have small gifts.

Mr. O'HARA. Do you receive State funds?

Mr. QUEVEDO. No, in spite of the fact we are an integral part and included in the California Master Plan for Higher Education.

We are anticipating, now that the State mandated training for cross-cultural specialists, that we will be applying for funds since we feel in the State of California we are the only institution with background in this training.

Mr. O'HARA. How many students do you have?

Mr. QUEVEDO. Registration for this semester just closed. There are in the area of 125 students on campus.

Last semester we had 437 but graduated a large group in a successful program with successful job placements.

Mr. O'HARA. What are the expenses to the students involved in attendance at D-Q?

Mr. QUEVEDO. Our catalog states, somewhat optimistically, that our tuition is $20 per unit. We have not had the opportunity, because of the low-income nature of our students, to exercise that tuition.

Mr. O'HARA. Well, you certainly are involved in a very interesting and challenging effort and I assure you that I will bring this to the attention of the other members of the subcommittee and I am sure Mr. Roybal won't let us forget D-Q University even if we wanted to.

I will be in touch with Mr. Roybal about the matter as we go on.

Thank you very much for coming before us. We appreciate your coming to Washington to tell us about D-Q.

Mr. QUEVEDO. We were glad to do so, thank you.

[Documents submitted by Mr. Quevedo in conjunction with his testimony follow:]

FRIENDS OF D Q UNIVERSITY,
Davis, Calif., December 10, 1974.

To: The Members of the House of Representatives
Committee on Education and Labor
Special Subcommittee on Education.

HONORABLE MEMBERS: It is with pleasure and pride that we write in support of the first institution of higher education for native Americans and Mexican Americans in this country.

D-Q University represents the dreams and aspirations of our communities for many decades. We feel that this effort is for all children, for all Americans. If cultural pluralism is at the foundation of the American fabric, then D-Q University is an integral thread of this principle.

The ample precedent for this support from Congress for similar efforts and the success of these precedents clearly call for another vital step toward educational opportunity for minority people.

We urge your strong and expeditious action in this regard and commend the wisdom of this action.

Respectfully,

DR. JULIAN NAVA,
Member, Los Angeles Board of Education.

THE SENATE, CALIFORNIA LEGISLATURE

RESOLUTION OF THE SENATE RULES COMMITTEE

(By Senator Mervyn M. Dymally relative to D.Q. University)

Whereas, The first Civil Rights Act of 1897, as enacted, delineated the principle of equal educational opportunity as a national goal; and

Whereas, The subsequent Civil Rights Acts of 1957 and 1964, as well as executive orders, have further reinforced the principle of equal educational opportunity for all citizens; and

Whereas, These rights have been interpreted and clearly enunciated as the supreme law of the land by decisions of the United States Supreme Court; and

Wheras, The highest deprivation of equal educational opportunity is suffered by native Americans and those of Spanish surname, who have the highest drop-out rates and the lowest achievement rates in schooling of all segments of the American population; and

Whereas, There is a need to provide methods and systems of education unique to and relevant to these two segments of the population; and

Whereas, Legislation has been enacted by the State of California to conform to and provide leadership in the area of equal opportunity for all citizens of this state; and

Whereas, The first national center for native American and Chicano education has been founded through a federal grant of land to D.Q. University in Davis, California; and

Whereas, The United States Congress is considering proposals for the authorization and appropriation of national fiscal resources for the development of this first university system for indigenous Americans; now, therefore, be it

Resolved by the Senate Rules Committee, That the Members go on public record in support of D.Q. University as a unique human educational resource for the people of the State of California and the nation; and be it further

Resolved, That a suitably prepared copy of this resolution be transmitted to D.Q. University.

JAMES R. MILLS, *Chairman.*
MERVYN M. DYMALLY, *Senator.*

RESOLUTION NO. 73-28

(Resolution Supporting the Development of D. Q. University)

Whereas, the County of Yolo is committed to the principle of providing to its citizens the best resources possible for the common good; and

Whereas, education is one of the county's most valued assets; and

Whereas, Yolo County is well known as an academic community, having among its resources university and collegiate diversity; and

Whereas, D. Q. University is located within the County of Yolo, employing primarily residents of the County and providing the State of California and the Nation with unique educational services; and

Whereas, the cultural emphasis of D. Q. University is upon those of Spanish surname and native Americans, both first residents of the State of California and of the County of Yolo,

Now, therefore, be it resolved that the Board of Supervisors in and for the County of Yolo in behalf of citizens located herein do extend welcome and support for the aforementioned University; and

Be it further resolved that the Board of Supervisors urge Congressional support for the development of D. Q. University as a resource for the citizens of this County, the State of California, and the Nation as a whole.

Passed and adopted by the Board of Supervisors of the County Yolo, State of California, this 26th day of March, 1973, by the following vote;

Ayes: Stephens, Marchand, Duncan, Espigares, Edmonds.

Noes: None.

Absent: None.

ARTHUR H. EDMONDS,
Chairman of the Board of Supervisors,
County of Yolo, State of California.

RESOLUTION NO. 1100, SERIES 197—

Whereas, the City of Davis recognizes that it's greatest resources are it's investment in Human and Capital resources and that the future of the community is measured by its willingness to support it's commitment to the education of it's children at all levels, and

Whereas, the City of Davis places in priority the support of our local institutions and our local resources, and,

Whereas, D–Q University, a Native American and Spanish speaking Institution of Higher Educaton is located within the sphere of resources of this city, and,

Whereas, this University is seeking a commitment from Congress for appropriate funding;

Therefore, be it resolved that,

The City of Davis hereby urges the passage of HR16094 and Companion Bills authorizing grants to D–Q University for five years, said City recognizing that such benefits to D–Q U. are in fact benefits to this community,

Be it further resolved, that this City urge passage of HR16094 and Companion Bills, with all possible speed and that a copy of this Resolution be post-haste forwarded to:

Hon. Edith Green
House Select Committee on Education
Washington, D.C.

Hon. Edward Roybal, M.C.
Rayburn House Building
Washington, D.C.

David Risling Jr.
Chairman of the Board of D–Q University
P.O. Box 409
Davis, Calif.

RESOLUTION NO. 73–1

Whereas, the City of Winters recognizes that it's greatest resources are it's investment in Human and Capital resources and that the future of the community is measured by its wilingness to support it's commitment to the education of it's children at all levels, and,

Whereas, the City of Winters places in priority the support of our local institutions and our local resources, and,

Whereas, D–Q University, a Native American and Spanish speaking Institution of Higher Education is located within the sphere of resources of this city, and

Whereas, this University is seeking a commitment from Congress for appropriate funding;

Therefore, be it resolved that the City of Winters hereby urges the passage of HR16094 and Companion Bills authorizing grants to D-Q University for five years, said City recognizing that such benefits to D-Q U are in fact benefits to this community.

Be it further resolved, that this City urges passage of HR 16094 and Companion Bills, with all possible speed and that a copy of this Resolution be posthaste forwarded to:

Hon. Edith Green
House Select Committee on Education
Washington, D.C.

Hon. Edward Roybal, M.C.
Rayburn House Building
Washington, D.C.

David Risling Jr.
Chairman of the Board of D-Q University
P.O. Box 409
Davis, Ca. 95616

Passed and adopted this 13th day of February, 1973, by the following vote:
Ayes: Losoya, Atherton, Norfolk, Pisani.
Noes: Neel.
Absent: None.
Attest:

JACK J. LOSOYA, *Mayor.*
DORIS A. TAYLOR, *City Clerk.*

ASSEMBLY, CALIFORNIA LEGISLATURE, 1973-74—REGULAR SESSION

HOUSE RESOLUTION NO. 17

(By the Honorable Richard Alatorre, Forty-eighth Assembly District, Relative to D.Q. University)

Whereas, The principle of equal educational opportunity has been a national goal since the enactment of the first Civil Rights Act of 1897; and

Whereas, The principle of equal educational opportunity has been further reinforced by the Civil Rights Act of 1957 and 1964 and executive orders; and

Whereas, Court decisions by the Supreme Court of this nation have clearly enunciated these rights as the supreme law of the land; and

Whereas, The first Americans and those of Spanish surname suffer from the highest deprivation of equal educational opportunity, having the highest dropout rates and the lowest achievement rates in schooling of all segments of the American population and

Whereas, There is a need to provide methods and systems of education unique to and relevant to these two communities; and

Whereas, The State of California has enacted legislation to conform to and provide leadership to the area of equal opportunity for all citizens of this state; and

Whereas, The first national center for native American and Chicano education has been founded through a federal grant of land to D.Q. University in California; and

Whereas, Congress in its wisdom is considering proposals for the authorization and appropriation of National Fiscal Resources for the Development of this first university system for indigenous Americans; now, therefore, be it

Resolved by the Assembly of the State of California, That this body go on public record in support of D.Q. University as a unique human educational resource for the people of the State of California and of the nation.

House Resolution No. 17—Read and adopted unanimously March 1, 1973.

Signed:

BOB MORETTI,
Speaker of the Assembly.

Attest:

JAMES D. DRISCOLL,
Chief Clerk of the Assembly.

ACCREDITING COMMISSION FOR JUNIOR COLLEGES,
Modesto, Calif., June 7, 1973.

To: Accrediting Commission for Junior Colleges.
From: Hector H. Lee, Professor of English, California State College, Sonoma; Jose Fernandez, Counselor, Sacramento City College; Harry D. Wiser, Executive Director, Accrediting Commission for Junior Colleges.
Subject: Report of visit to D–Q University for consideration of lower division programs and junior college functions as a candidate for accreditation.

The above representatives of the Accrediting Commission for Junior Colleges visited D–Q University, P. O. Box 409, Road 31, between Davis and Winters, Davis, California 95616, on May 14, 1973, to consider the lower division programs and the junior college functions of the institution as a Candidate for Accreditation. The lower division has previously held the Correspondent and the Recognized Candidate statutes. The latter terminates on June 30, 1973.

Meetings were held with the Executive Director, the Governing Board, administrative officers, faculty, and student representatives. An institutional self-study report an an abstract were prepared for the consideration of the Accrediting Commission; an attractive catalog, available to students and the public, was also sent.

PURPOSES AND OBJECTIVES

D–Q University states that it is ". . . dedicated to the progress of the Native American and Chicano people." The purpose of D–Q University is to develop scholars and individuals who can combine an awareness of their roots and cultural heritage with the professional and technical skills necessary to meet the needs of Native American and Chicano communities.

The following statement from the catalog relates to the educational programs of the institution: "D–Q University educational programs are designed for the purpose of encouraging the student to assume the direction of his or her education, personally determining his or her own educational needs, and in general pursuing and following an educational path selected and designed by the person."

Although open to all students, the primary concern of D–Q University is for Chicanos and Native Americans. It seeks to give them the opportunity to combine an awareness of their roots and cultural heritage with the professional and technical skills necessary to meet the needs of Chicano and Native American communities. The students interviewed during the visit indicated an almost religious zeal to make these aims succeed. It is the opinion of the ACJC representatives that these are worthy aims and the plans for achieving them are realistic and possible.

PLANNING THE CURRICULUM AND INSTRUCTION

The curriculum is developed jointly by trustees, administration, faculty, and students. Courses may or may not be of the conventional type, but they all center in recognized needs either of the student or the community.

For the Associate in Arts Degree, the requirements are a total of 60 units with a core curriculum of 30 units, a major of 15 to 20 units, and electives of 10 to 15 units. The core curriculum covers work in humanities, social sciences, natural sciences, mathematics, physical eduaction, and some skill areas. Many of the students bring apropriate general education in transfer from other institutions. For vocational-technical education, some facilities are available or being planned on campus, and off-camps assignments may be made. Work experience supervision and credit are possible in all aspects of the institution's mission.

D–Q University has a program for independent study known as the "Knowledge Path Plan." A student in order to best utilize the plan make a clear decision about personal educational goals and objectives. In general, the student prepares a guide for his or her learning activities, and follows this guide under supervision of a committee of faculty, community members, and peer members. The student makes a contract to achieve the goals and objectives.

A possibility for consideration, suggested by ACJC representatives, is a traditional core of courses in ethnic studies which would be maintained for the student who is frustrated by non-structural situations. The objective would be to assist a student to gradually transfer from prescribed courses to the contract "Knowledge Path Plan."

Contract studies might be given more meaning if there were a large number of possible project titles which would broaden the dimensions for a student who comes from a traditional institution. Once the conceptual perimeters of what constitutes an education are expanded, the definition of alternatives in education begins to take shape in the minds of students.

The teaching staff is comprised of five full-time instructors, and some fourteen part-time instructors and teaching assistants. Salaries are low but personal commitment is high. The rather high turnover may have both negative and positive effects. There is a risk of uncertain quality of instruction in some fields from year to year, and a possible lack of continuity in planning. It is noteworthy that the members of the faculty who are willing to contribute of themselves and their time usually believe in the students and the service they need, and thus bring to the assignment their specialized training and unstinting enthusiasm.

The free and informal manner of the staff supports D-Q University's philosophy of allowing growth to develop in a student in a natural way. There seems to be an atmosphere free from the tensions and turmoil of some educational institutions.

The ACJC representatives are pleased to note the remarkable improvement in classrooms and facilities. The library is being expanded with books and periodicals arranged for student use. There is plenty of space for the development of instructional, office, and storage space. The size of the campus site and the existing building space to be developed denote a great potential for expansion.

Because of the shortage of funds, there is an urgent need for equipment for science laboratories, business, and occupational training areas. Some of the furniture is on loan from the government, and will need to be replaced when the special programs are terminated.

STUDENT PERSONNEL SERVICES

There has been much progress in services to students at D-Q University. There appear to be sound procedures for admissions, tutoring, testing, and placement. A pre-college program is being developed for certain students in need of these services.

The University has an open policy on admissions, and no one is turned away whose educational needs can be met by the institution. Many students rejected by other segments of the educational system, seem to find self-respect and educational motivation. The visiting representatives of ACJC felt that so-called academics should not be the issue; the students are preparing themselves to return to their communities to function in roles that will be more utilitarian than academic.

The composite response from students indicated that they have found a place to rerceive an education without coercion. Their statements were convincingly consistent with the institution's stated philosophy. The sharing of responsibilities among students and staff seems to obviate the devleopment of an elitist institution.

In the area of student government, the students are taking their resopnsibilities very seriously. They consider that the problems of student discipline are in their hands, and show more concern over what can be done about the "goof-offs" than is found in most public institutions. The student government sees itself also as the voice of the student body in declaring and helping to maintain the identity and integrity of D-Q University.

D-Q University has developed a very attractive catalog for the use of students and the public. Because of the importance of this publication in reflecting the nature and character of the institution, suggestions are being made which may prove beneficial in preparing the next catalog.

The catalog could be less formal with more illustrations and pictures and simplified language. Necessary terms should have definitions, and there should be a positive- self-fulfilling viewpoint expressed for students expecting to attend D-Q University.

The occupational offerings section should describe the skills which can be acquired, and the application to the various work and possible employment opportunities. The unique capabilities of an occupation within the context of a Chicano or Native American community should be given as a source of inspiration and commitment for students.

FINANCIAL SUPPORT

D-Q University has been living on tuition, grants, and donations; and is now operating primarily on Federal funds. There has been a large amount of teaching time contributed by dedicated persons. Special projects operated for the Federal government have yielded a percentage of funds for the institution.

BEST COPY AVAILABLE

A recent auditor's report indicated certain weaknesses in organizational structure and procedures, but ACJC representatives were informed that these have either been corrected or are in the process of revision along the lines recommended. The trustees and the business management are realistically planning for the future, when some of the grant money will be depleted.

Federal legislation has been introduced to give continuing support to D-Q University, based upon its national orientation and demonstrated benefits to Native American and Chicano people. Congress has set a precedent for at least one other institution, which clearly demonstrated a need in the public interest and an indication that the results would be for the national good. It is believed that there is a sound justification for D-Q University to receive such continuing assistance.

When Congress does provide the security of annual support, the institution will be relieved of most of its problems of the hand-to-mouth existence, and can direct its energies to more productive pursuits in terms of its aims and objectives. The Federal government has already indicated interest and support in D-Q University by granting a large parcel of land—640 acres, for its campus and funding for special programs.

The auditor's report covered categories concerned with Federal projects, but not of other funds of the institution. ACJC representatives recommend that there be an audit by a certified public accountant of all the funds, at the close of the fiscal year on August 31, 1973. A copy should be made available to the Commission in accordance with the "Eligibility Criteria."

GOVERNANCE AND ADMINISTRATION

The Board of Trustees is broadly representative of both the Native American and the Chicano interests in California, the West, and also of the entire country. The Board meets four times a year, and has persons of status and influence in their own communities. Besides community representatives, the Board has students and faculty as members. Contacts and relations have been established and maintained with local, State, and Federal agencies.

The Board has employed a capable Administrator and staff to operate the institution and furnish instructional services. Under the Administrator are the offices of Campus Development, Student Affairs, Curriculum Development, Educational Professions and Development Act, and Research and Community Development.

There appears to be a smooth working relationship among the members of the Board, the Administrative Staff, and the Faculty. As the institution grows in size and programs, there will need to be policy statements developed which will define responsibilities and delineation of functions of the segments of the institution.

CONCLUSION

D-Q University appears to have developed an effective approach for the education of Native American and Chicano students. The growth and progress of the institution will depend upon a constant source of funds to provide building, facilities, and operating expenses.

D-Q University is considering the development of educational offerings leading to baccalaureate and graduate degrees. However, as stated in the May 31, 1972, report to the Commission, which was sent to the University, "Expansion into baccalaureate majors and graduate studies should be planned most carefully without too much haste, and with full concern for academic standards, instructional resources, and stable financing."

The lower division and junior college functions are quite well established, but occupational programs are largely in the beginning stages. The instruction should try to retain a permanent staff to give continuity to the planning and establishment of programs and services.

Mr. O'Hara. The Chair now recognizes the distinguished gentleman from California, Mr. Johnson, who wishes to make a statement in support of this legislation.

STATEMENT OF HON. HAROLD T. (BIZZ) JOHNSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. JOHNSON. Mr. Chairman, it is a privilege to appear here this morning in support of legislation to assist the Deganawidah-Quetzalcoatl University, a unique institution of higher education. Furthermore, I want to take this opportunity to express to this committee my gratitude that you were able to work this bill into your busy schedule of hearings.

This measure would provide $35 million in grants to D-Q University for the purpose of becoming a "national learning and cultural center for Indian and Chicano students, as well as for others having a special interest in matters affecting Indian and Chicano people and communities. Such grants would be used for the construction of needed facilities and the development and improvement of curriculum.

This is the first university to be created and controlled by Americans of Indian and Mexican descent. It stands as an important national endeavor, not only for the 8 million Indians and Chicanos in the country, but also to all Americans dedicated to the idea of fostering cultural and racial understanding.

The university was created on 640 acres of land in Yolo County, Calif., formerly used by the U.S. Army as a communication center. After transfer to the Department of Health, Education, and Welfare, it was granted to the university for 30 years, providing an ongoing education program is maintained.

Today private doations, foundation support, and Federal contracts and grants are the primary source of financial aid to the university. This has not been sufficient for D-Q University to attain the program of academic excellence it feels obligated to fulfill. The $35 million grant program covering the next 5 years, as proposed in this legislation, would adequately cover the costs of attaining this goal.

The name Deganawidah-Quetzalcoatl has its roots in the traditions and history of the Indian and Chicano people themselves. The "D" refers to the great Iroquois leader Deganawidah who founded the Iroquois Federation, an early experiment in democracy, predating the U.S. experience. The "Q" refers to Quetzalcoatal, an Aztec spiritual leader and prophet who founded a religion based on peace and social reform. The blend of democracy, social reform, and cultural pluralism form the backbone of D-Q University.

The primary commitment of D-Q University is to the needs of its people and to serving the surrounding rural and migrant communities. Abandoning traditional academic aloofness, it has adopted a community approach closely linked with the Aztec and early Cherokee and Choctaw schools, which were integral parts of their society and culture.

A model has been created for community education as well as racial understanding and cooperation at D-Q University. It is essential that the Congress preserve and assist this unique experiment. Too long the country has neglected the interests of American Indians and Chicanos. This university gives us one concrete way in which we can reaffirm our interest in and support for equal education for these people. I urge you to recommend this legislation to the House of Representatives.

Mr. O'HARA. Thank you, Mr. Johnson.

The Chair now recognizes the distinguished gentleman from California, Mr. Waldie.

STATEMENT OF HON. JEROME R. WALDIE, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA

Mr. WALDIE. Mr. Chairman and members of the committee, thank you for the opportunity to submit this statement in behalf of H.R. 1145, to authorize a $35 million grant to the Deganawidah-Quetzalcoatl University.

The principle of equal educational opportunity has long been held as a national goal, and has been emphasized in civil rights legislation and in U.S. Supreme Court decisions. However, this has not been a reality for many segments of our population. The fact that this committee has conducted hearings on H.R. 1145 is indicative of your awareness of the high deprivation of equal educational opportunity which has been suffered by one segment—the Spanish surnamed Americans and Americans of Indian descent. Indians and Chicanos have the highest dropout rates of all Americans. Yet this is not due to insurmountable intelligence problems, but rather is attributable to the cultural bias in testing and teaching methods. For example, it was determined that in California nearly 80 percent of the Chicano children placed in classes for the educationally or mentally retarded after taking achievement tests should not have been there; they were placed there because of the cultural bias in the testing methods which distorted their scores.

It is evident that there is a manifest need to provide methods and systems of education which are relevant to these disadvantaged segments of our population. In addition to the need for bilingual teaching methods, there is a growing awareness of the necessity for teachers of Indians to be Indians and for teachers of Chicanos to be Chicanos. Unfortunately, as other testimony has highlighted, we are lagging far behind in this effort.

Deganawidah-Quetzalcoatl University goes far in coping with this need. Located in Yolo County, Calif., D-Q is a degree-granting institution established as a national educational center for Indian and Chicano students as well as for those who have a special interest in Chicano and Indian affairs. The aim of the university is to provide for its students an excellent education while at the same time reflecting the cultural integrity of their heritage. It serves as a center for the mobilization and development of the resources to be found in our Indian and Chicano communities, and seeks to be a conduit for the return of these valuable human resources to those communities where they are so badly needed.

The university has been operating for several years and has established a reputation for developing innovative teaching methods, bilingual approaches and community education programs applicable to

Indians and Chicanos. It is a degree-granting institution in California, and is taking steps to achieve full accreditation from the Western Association of Schools and Colleges.

Not only does D-Q represent an important national endeavor for the 8 million Americans of Indian and Mexican descent, but it is a confirmation of all Americans's desire to insure equal educational opportunity and to promote cultural understanding. I am therefore confident and strongly urge the committee to authorize the $35 million to be granted to D-Q over the next 5 years enabling it to become the needed national learning and cultural center for Indian and Chicano Students.

[The subcommittee continued to take testimony on other legislation, which will be printed elsewhere. The subcommittee subsequently adjourned, subject to the call of the Chair.]

GRANTS TO INDIVIDUAL COLLEGES AND LIBRARIES

TUESDAY, DECEMBER 12, 1973

House of Representatives,
Special Subcommittee on Education
of the Committee on Education and Labor,
Washington, D.C.

The subcommittee met at 9:05 a.m., pursuant to notice, in room 2257, Rayburn House Office Building, Hon. James G. O'Hara presiding.

Present: Representatives O'Hara, Lehman, Quie, and Dellenback.

Staff present: Jim Harrison, staff director; A. C. Franklin, counsel; Elnora Teets, clerk; and Robert Andringa, minority staff director.

Mr. O'Hara. The Special Subcommittee on Education of the House Committee on Education and Labor will come to order.

The subcommittee is meeting today to take testimony with regard to S. 1418, a bill which passed the Senate on November 15, and has been referred to the subcommittee. The bill, S. 1418, would authorize the granting of up to $5 million to be matched by private contributions for the Hoover Institution on War, Revolution, and Peace in Stanford University in Palo Alto, Calif.

The funds are to be used for the construction of an educational facility at the Hoover Institution and would constitute under the explicit terms of the bill, the sole Federal memorial to President Herbert Hoover.

[Text of S. 1418 follows:]

[S. 1418, 93d Cong., 1st sess.]

AN ACT To recognize the fifty years of extraordinary and selfless public service of Herbert Hoover, including his many great humanitarian endeavors, his chairmanship of two Commissions of the Organization of the Executive Branch, and his service as thirty-first President of the United States, and in commemoration of the one hundredth anniversary of his birth on August 10, 1974, by providing grants to the Hoover Institution on War, Revolution, and Peace

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) in order to establish an appropriate memorial to the late President Herbert Hoover, the Secretary of the Treasury (hereinafter referred to as the "Secretary") is authorized to make grants, in accordance with the provisions of this Act, to the Hoover Institution on War, Revolution, and Peace, Stanford University, Stanford, California.

(b) No grant may be made under this Act for any fiscal year unless—

(1) the Secretary determines that the total of such grants for that year will not exceed the total amount of gifts, bequests, and devises of money, securities, and other property, made after the date of enactment of this Act, for that year for the benefit of the Hoover Institution on War, Revolution, and Peace; and

(2) the Hoover Institution on War, Revolution, and Peace furnishes to the Secretary such information at such times and in such manner as he may require.

(c) Grants made under this Act may be used for the construction of a new educational building to be used by the Hoover Institution on War, Revolution, and and Peace, and for the equipment of such building.

SEC. 2. (a) The Congress finds that, if a facility constructed with the aid of any grant under this Act is used as an educational facility for twenty years following completion of such construction, the public benefit accruing to the United States from such use will equal in value the amount of such grant or grants. The period of twenty years after completion of such construction shall, therefore, be deemed to be the period of Federal interest in such facility for the purposes of this Act.

(b) If, within twenty years after completion of construction of an educational facility which has been constructed in part with a grant or grants under this Act—

(1) the Hoover Institution on War, Revolution, and Peace (or its successor in title or possession) ceases or fails to be a nonprofit institution, or

(2) the facility ceases to be used as an educational facility, unless the Secretary determines that there is good cause for releasing the institution from its obligation,

the United States shall be entitled to recover from such Institution (or successor) an amount which bears to the then value of the facility the same ratio as the amount of such Federal grant or grants bore to the development cost of the facility (as determined by the Secretary) financed with the aid of such grant or grants. Such value shall be determined by agreement of the parties or by action brought in the United States district court for the district in which such facility is situated.

(c) Notwithstanding the provisions of subsections (a) and (b), no facility constructed with assistance under this Act shall ever be used for religious worship or a sectarian activity or for a school or department of divinity.

SEC. 3. The Comptroller General of the United States, or any of his duly authorized representatives, shall have access for the purpose of audit and examination to any books, documents, papers, and records of the Hoover Institution on War, Revolution, and Peace that are pertinent to the grant received.

SEC. 4. The Hoover Institution on War, Revolution, and Peace shall, annually, prepare and furnish to the President and the Congress a report on the expenditure of funds received by the Institution in the previous fiscal year during the period for which grants are made under this Act.

SEC. 5. There are authorized to be appropriated to the Secretary for making grants in accordance with this Act amounts not to exceed $5,000,000. Funds appropriated pursuant to this Act shall be available without fiscal year limitation, for the period beginning on the date of enactment of this Act and ending five years after such date.

SEC. 6. Grants made pursuant to this Act shall be the sole Federal memorial to the late President Herbert Hoover.

Passed the Senate November 15, 1973.

Attest:

FRANCIS R. VALEO,
Secretary.

Mr. O'HARA. Today's hearing, I might mention, was scheduled on rather short notice and the House is scheduled to go in at 10 o'clock this morning. In addition, the chairman of the subcommittee is scheduled to testify before another subcommittee at 10 this morning, so we will have to make sure our hearing is concluded in time to meet those obligations.

The first witness on S. 1418 will be the distinguished senior Senator from the State of Oregon, and, inasmuch as our very able ranking member is from the same State, I think I would at this time yield to him for an introduction.

Mr. DELLENBACK. I thank you very much, Mr. Chairman.

It is a real personal pleasure for me to have as our leadoff witness on this important piece of legislation a man who is both the senior Senator from the State of Oregon and my personal friend.

He is known in our State, and in the West as a whole, not only as one who is a great admirer of former President Hoover, but as a real scholar so far as Mr. Hoover is concerned.

I think it is particularly appropriate that on a subject matter of this unique nature, the witnesses embrace not only those who are directly involved with the Hoover Institution—as our later witness, Dr. Campbell, is—but one who is so intimately tied up in his own background, scholarly research, and deep interest in political science and government with this particular former President.

Thus, it is of real value to our committee, but, even more than that, it is a personal pleasure for me to commend to you Senator Mark Hatfield, of Oregon.

STATEMENT OF HON. MARK HATFIELD, A U.S. SENATOR FROM THE STATE OF OREGON

Senator HATFIELD. Thank you, Congressman Dellenback. I am very grateful for that warm introduction. I would like to get a recording of that so when I run next time I can use it.

Mr. Chairman, I am grateful for your scheduling this hearing this morning and I do not want to detract from the eloquent testimony I know you will receive from Dr. Campbell, who represents the library itself and has certainly the background to answer all the questions you have.

But, I would like to submit for the record some written testimony and just for a very few moments highlight it, and say, too, that I bring the greetings of Senator Cranston, who is our colleague on the committee in the Senate, carried the bill in the committee, and was most instrumental in its favorable reporting out of that committee.

Senator Cranston also asked me to say to you that what I am testifying to he supports wholeheartedly because we are of one mind and we are unanimous in our enthusiastic support of this project.

August 10, 1974, will be the 100th anniversary of the birth of Herbert Hoover. When this idea came to mind it was something we wanted to do, we felt, for a man who had served 50 years in the service of humanity, 50 years of a very distinguished life. I went to the Senators of Iowa, where Mr. Hoover was born, Senator Hughes, Senator Clark, and they were very supportive of this idea.

Then I went to the State of California. First of all, I would say that after Mr. Hoover was orphaned in West Branch, Iowa, he went to Oregon to be reared by his uncle, Dr. John Minthorn.

Senator Packwood and I joined in this effort. I then contacted the State of California, where Mr. Hoover lived most of his adult life when he was not engaged in engineering practices and political activity.

Senator Cranston and Senator Tunney both very enthusiastically accepted the idea. I then talked to Senator Javits and Senator Buckley of New York, where Mr. Hoover lived his latter life.

So we have a broad range of support on the Senate side. Senator Mansfield and Senator Scott joined us as well as Senator Humphrey, Senator Kennedy, and Senator McGovern, a range of Democrats, Republicans, moderates, liberals, conservatives, because each person could see in the career of Mr. Hoover some aspect that they admired or recognized as having been a major contribution to humanity.

After Mr. Hoover graduated from Stanford, he did a very remarkable thing. As he was undertaking one of his first engineering assignments as director of the Imperial Bureau of Mines for the Country of China, he helped translate one of the great classics, Agricola's "De Metallica," from the Latin into English, showing the scholarly background of this man.

He showed his great desire to see true conservation practiced in zinc mining. The flotation process he developed was one of the real cornerstones of his fortune because it was, in effect, a recovery of what was waste materials.

Throughout his engineering life he made many contributions. Then, as you know, in World War I, with the war breaking out, over 100,000 Americans were caught in Europe. Ambassador Page, without the logistical background, support, or organization, was frantically trying to get these Americans home.

Mr. Hoover appeared on the scene as a businessman, one who has a great genius for organization, and helped bring about the structure and logistics to get these Americans safely back to the United States.

President Wilson recognized his genius, appointed him as food commissioner, and in World War I, he was designated as High Commissioner for all of the allied countries. As you know, his name is revered in the lowland countries in Europe because of his great humanitarian efforts.

When Mr. Hoover was Secretary of Commerce, Maxim Gorki, at the time of the drought in the Soviet Union, asked if Mr. Hoover would come to the Soviet Union to organize literally millions of people who were facing starvation in the Soviet Union.

There was a great deal of controversy surrounding this request because it was a Bolshevik country and there was a great antagonism in America about anything that would be helpful to the Bolshevik regime.

But Mr. Hoover rose above these political controversies and said it was a call from humanity and that we must respond to it. He did, risking whatever political stature he had built at that time, because, again, it was a call for the relief of suffering.

Then Mr. Truman called him back to the same task in 1945. Later Mr. Truman made provisions for his studying the reorganization of the Federal Government. He was then in his 80's, which indicates he was a man still very active in the service of his Nation.

All of this shows the stature of the man against the backdrop of the great depression. It indicates, I fear, the terrible political, mismanagement of truth that has dogged Mr. Hoover's footsteps for many, many years.

Fortunately, men like Truman chose him to do the dedication of the Truman Library because of his friendship for Mr. Hoover. Mr. Hoover, in turn, responded by asking him to dedicate his library at West Branch, Ohio.

It showed again that the American people could see through many of the political misrepresentations and finally see him for what he was, a great man.

To memorialize this man, again keeping with Mr. Hoover's desire to be functional and practical, it seemed appropriate that it should not be a statue, but a living memorial.

His family, the people at Stanford, and all associated with him felt this would be the most appropriate memorial. As Dr. Campbell has indicated, the Hoover Institution is the largest private archives in the United States, probably one of the largest in the world, in which we have scholars—2,500 scholars a year—spending a few weeks or months researching from documents that are not available anywhere else in the world.

We have scholars from the Soviet Union, scholars from Formosa, scholars from all countries of the world, from the political ideologies left to right, who see this as a great resource for study.

The fact that the library contains documents that help us understand the political, social and economic forces that lead to war and revolution and peace, means that such a building would be a great contribution for the cause of peace as well as to memorialize a great American.

That is the purpose behind the bill and I think it very appropriate to memorialize a great American and a great human being in an appropriate, functional and practical way.

Mr. O'HARA. Senator, thank you very, very much.

Certainly Herbert Hoover's life and career are a credit to our country and ought to be memorialized and held out as an example to be followed by the youth of America. He was successful in several careers, as a matter of fact, and his contributions to public life in the society in which we live are almost unsurpassed.

One of the problems we have is determining whether, at a time when support for libraries generally is being cut back and there is some hesitation and question about the Federal role in supporting this sort of activity, we ought to single out a particular library.

We had witnesses last week appearing before the committee on behalf of a proposal that the Federal Government provide special assistance to the Churchill Memorial Library at Westminster College in Fulton, Mo.

We additionally, last week, had persons here representing the Eisenhower College in Seneca Falls, N.Y., describing its program, which indeed seems to be a fine program, and asking for legislation to assist that institution.

We are trying to sort all these things out and determine what our proper response should be. I wonder if you would like to comment on the appropriateness of the legislation in the frame of reference that I have been trying to describe.

Senator HATFIELD. Mr. Chairman, you have put your finger on a very great priority, and that is just where are we going to put the emphasis with our resources in the American society. Are we going to put the emphasis upon human needs? Are we going to pursue a materialistic goal and feel that all things can be wrought out of raw power as manifest in military spending and other such things?

I subscribe to the former. I feel the true strength of a nation, the ultimate strength of a nation will be measured by the strength of the people, the people within their physical, political, economic, spiritual life more so than in the size of the bombs we build.

It is not an either/or. It is a matter of balance, but I think we are out of balance today. I think we put so much emphasis on security to be achieved through military power that we have forgotten that ultimate security will only be in the strength of the people.

I therefore feel very strongly that ours is a job to lead where we have perhaps disagreed with others who have set these other priorities within the Congress. Those who subscribe to the particular point of view have a greater responsibility to lead in putting the resources of this Nation to work where it is going to strengthen the people.

I think education is a key to that strength of people, education not only in terms of the formal education but also in understanding the world in which we live, relating to that world and relating to one another.

As much as I would take the Hebrew word "shalom" to describe peace, oftentimes we think of peace only as the absence of war. "Shalom," which means peace in Hebrew is fulfillment and I think we don't use that kind of emphasis enough, that peace is the fulfillment of men.

Man's intellectual development is very important today, not only so that man might understand himself, his community and his fellowman, but obviously the universe of which he is a part.

Therefore, a library of this kind, not to denigrate the status and importance of any other form of library or specialty of library, one that is dedicated to collection of data for men to study war, revolution and peace is, to me, the most interesting method of analyzing our current emphasis on war and military spending. Out of these documents we can see that military might alone is not going to mean the defense of our Nation.

As Congressman Dellenback has read: "In the souls of the citizen will be found the likeness of the state." This, to me, is a very profound truth that we should realize through our actions in the Congress, to give leadership and emphasis where I think sometimes the executive branch of the Government has failed.

Mr. O'HARA. I certainly agree with that principle. That is a principle on which I hope we will operate.

Senator HATFIELD. I would join you on any program that leads us is that direction.

Mr. O'HARA. Mr. Dellenback.

Mr. DELLENBACK. Thank you, Mr. Chairman.

Senator Hatfield, I notice that in the legislation, S. 1418, there is a specific provision, section 6, that grants made pursuant to this act shall be the sole Federal memorial to the late President Herbert Hoover.

It would seem to me that was relevant to the point Chairman O'Hara was raising earlier, that it is apparently the declaration of the Senate in the passing of this piece of legislation that it is the Senate's desire that this indeed be not just another tribute but this be by this legislation, if it became law, designated as the sole Federal memorial.

Could you add anything to that? Is that the correct interpretation of this section?

Senator HATFIELD. You are absolutely correct. We wanted to make this language as exclusive as we could for the reason that we felt that the family, who participated in this determination, and others were in the best position to determine what the memorial should be.

I was totally open. I did not come with any preconceived idea to the drafting of this legislation because I felt the areas we are seeking to accommodate in the Roosevelt Commission—I am serving on the

Franklin D. Roosevelt Memorial Commission, and as you know, this commission has been in existence now for almost 20 years and we are, at this time, finalizing some program, but it has taken 20 years to do so and I didn't want to see the same thing drag out, so to speak, on the Hoover memorial.

Rather than going the commission route it seemed most appropriate to me to get something designated by legislative act so we could move on it and not have this kind of long involvement.

The Roosevelt Commission, on which Congressman Keogh serves, has been in existence for over 20 years. I came on the commission in 1968. As I look at the Roosevelt family, I am appalled that we have let this thing drag along without finding an appropriate memorial for a man who was elected four times as President of the United States and who led this Nation in World War II. To me it is a disgrace.

That is why I wanted to go the legislative route and get something designated and not have it drag on like we have been doing on the Roosevelt Commission.

Mr. DELLENBACK. As far as this particular institution is concerned, it is my recollection that this was not something that was put up by outsiders but actually was founded by President Hoover himself.

Senator HATFIELD. In 1919.

Mr. DELLENBACK. It was an institution which he was deeply involved in during his lifetime, so it is something that goes right back to the middle of the man's life.

Senator HATFIELD. Exactly. In fact, and his wife, I believe, Lou Henry Hoover, started collecting documents when they were in China with this idea in mind, but it was 1919 when the library was actually founded.

I had the privilege of doing my graduate work there and had the advantage of the Hoover Library and the archives and I can, as one who had the privilege of studying there, state that it is a phenomenal place. There are over 1,250,000 volumes in this one institute.

Mr. DELLENBACK. Thank you very much, Senator, we appreciate your being here this morning.

Mr. O'HARA. Thank you very much, Senator. Our next witness is Dr. Glenn Campbell, director of the Hoover Institution, who will be accompanied by a former member of the staff of this committee, Mr. Richard Burress, who is associate director and senior fellow of the institution.

Gentlemen, you are welcome to the special subcommittee and we will be very happy to hear from you with respect to the bill, S. 1418.

STATEMENT OF DR. GLENN CAMPBELL, DIRECTOR, HOOVER INSTITUTION ON WAR, REVOLUTION, AND PEACE, ACCOMPANIED BY RICHARD BURRESS, ASSOCIATE DIRECTOR, SENIOR FELLOW

Mr. CAMPBELL. Mr. Chairman, Mr. Dellenback and Mr. Quie, I am pleased to appear before the subcommittee. I have a short statement which won't take long for me to read for the record.

I am appearing before your subcommittee in support of S. 1418, the Herbert Hoover Memorial Educational Building bill, which was introduced by Senator Hatfield and cosponsored by Senator Cranston and a number of other Senators.

This bill, as amended, was reported by the Senate Committee on Labor and Public Welfare and adopted by the Senate on November 15, 1973.

The bill S. 1418 would provide $5 million in Federal grants to the Hoover Institution for the construction of a new educational building and for the equipment of such building. The total of such grants may not exceed the total amount of gifts, bequests and devises of money, securities and other property made after date of enactment for the benefit of the Hoover Institution.

The legislation also provides that the grants shall be the sole Federal memorial to the late President Hoover. I can assure, as director of the Hoover Institution, that no additional grants for this purpose will be requested by us.

The Hoover Institution, as you know from previous witnesses, was founded by Herbert Hoover in 1919. From that time, until his death, he maintained an active interest in the institution and worked diligently to promote its growth.

It was his hope that the institution which he founded would become a national and international center for advanced research on the problems of the 20th century. What was only a dream in 1919 has now become a reality.

Since its inception, the Hoover Institution has had a history of remarkable growth and development. By taking the initiative in 1919 in bringing together materials which documented political, economic, and social developments leading to the outbreak of World War I, as well as materials on all aspects of the war and its aftermath, Mr. Hoover entered a field that had been neglected in the United States.

The records gathered between 1919 and 1922 put the Hoover Institution 20 years ahead of any comparable American center of learning at that time. As a result, it soon became and has remained a national and international center for advanced research on the difficult dilemmas of social, economic, and political change in the 20th century.

The worldwide character of the Hoover Institution's collection gives them special value at the present time when so many problems are international in scope. Because of this they have attracted an ever-increasing number of scholars from wide-ranging backgrounds in academic and public life.

In the latest year for which we have statistics, from July 1, 1972, through June 30, 1973, more than 1,100 scholars from 38 States and 16 foreign countries came to do serious research.

They used the library, which houses almost 1¼ million bound volumes as well as approximately 2,400 journals and about 350 newspapers on current subscription, in addition to about 3,500 archival collections of documents and personal papers.

These archival collections, I might point out, contain many millions of items in them. These holdings include materials in more than 30 languages from over 100 foreign countries as well as the United States.

The Herbert Hoover Memorial Educational Building which would be constructed and equipped under the provisions of S. 1418 would be located adjacent to the Hoover Tower on the Stanford University campus.

Adequate land for this building is presently available and has been both approved and reserved for this purpose by the Board of Trustees of Stanford University. Pursuant to preliminary plans, the Memorial Educational Building would complete the Hoover Institution's library and research complex. It would be integrated with the Hoover Tower and the Lou Henry Hoover Building in such a manner that each could be used in the most efficient manner possible.

The space and facilities of the Memorial Building would make possible an expanded acquisition, research, publication, and fellowship program at the Hoover Institution. More than ever before, we would be able to make available to scholars and students from every State in the United States and from every country in the world the important documents on international and national affairs.

It could provide to ever-increasing numbers of scholars the research facilities that are so essential to academic thought and study.

Mr. Chairman, a few years ago we collected statements from a sizable number of prominent scholars who had used the research and library facilities of the Hoover Institution. Excerpts from these statements have been compiled and I would like to make them available to you.

Mr. O'HARA. Without objection, they will be entered in the record at the conclusion of your testimony.

Mr. CAMPBELL. I also have with me five surveys of holdings at the Hoover Institution which I submit to you. This concludes my statement, Mr. Chairman. I would be happy to answer any questions which you or members of the committee may have.

[The surveys referred to are on file with the subcommittee. The other materials follow:]

TESTIMONIALS FROM SCHOLARS ON THE COLLECTIONS OF THE HOOVER INSTITUTION

The famous Russian expert and former Ambassador, George F. Kennan, of the Institute for Advanced Study at Princeton, New Jersey, wrote: "I have no hesitation in saying that the collections now present at the Hoover Institution make it one of the truly great world centers in these fields . . . and it represents in this sense an important scholarly asset for the entire western world."

Professor David Thompson of Cambridge University has written: "France has, for thirty years, had its *Institut d'histoire des relations internationales contemporaines*, but neither Britain nor France has any institution in the field that is comparable in importance with the Hoover Institute and Library at Stanford."

The remarks of Dr. John N. Hazard, Professor of Public Law at Columbia University, illustrate especially well why the Institution's collections are used by scholars throughout the country: "It is a 'national' treasure, and would be marked as such if we lived in a European country. We at Columbia think that no scholar in the field can count himself established unless he knows what the Hoover collections could offer him."

G. A. Belov, director of the U.S.S.R. State Archives Administration, visited the Hoover Institution as well as the National Archives, Columbia, Harvard, the University of California at Berkeley, and the Library of Congress on a trip to the United States. Subsequently, in *Novaia i Noveishaia Istoriia*, he said that: "the largest collection of materials in the United States on the revolutionary movement in Russia and also on the Soviet Union is to be found in the library of the Hoover Institution on War, Revolution and Peace at Stanford University."

Our East Asian Collection was recently described as follows in the *Bulletin* of the Library of Congress: "It is generally agreed among specialists on the Far East that Hoover, through extensive expenditures of funds and effort, and the application of outstanding administrative flexibility in acquisitions procedures, has developed the strongest collection on modern China in the Western world."

Profesor Zbigniew Brzezinski, Director of the Research Institute on Communist Affairs at Columbia University has described the Hoover Instituton's collection as follows: "Your research materials are most unique in their wealth and importance. Your library is truly a national asset and I fervently hope that it will continue to grow and remain available to all of us interested in 20th century international politics."

Dr. George L. Mosse, Professor of History at the University of Wisconsin and a specialist in the field of German history, wrote: "I would like to stress to you the national value and uniqueness of the Hoover Institution's Western European Collections. Both myself and my students have worked in these collections and have found them richer than most collections in Europe. I believe that the Hoover Institute is unique in the opportunity it affords scholars from all over the world to study the history of the last fifty years through the documents, books and newspapers."

The late Dr. Philip E. Mosely, Professor of International Affairs at the European Institute of Columbia University, was well familiar with the Institution's collections: "The Hoover Institution has a unique place in the system of research in the field of Soviet studies, Russian history, and also in many other aspects of international studies. It has devoted great resources of time and expert scholarship to making its unique collections available to a wide range of scholars from the United States, Canada and many other countries of Europe and Asia. It has accumulated a great debt of gratitude from the entire field of work."

Dr. Charles B. Burdick, Professor of History at San Jose State College, has written of the Institution's holdings: "Simply put it is of fundamental importance to all scholarship with its superlative documents, collections, outstanding book holdings and outstanding role as a clearing house for research throughout the world."

Professor George Katkov of St. Antony's College, Oxford University, used the Institution's collections to complete an account of the Russian revolution, and wrote of the library: "I have visited a number of archives and libraries containing material on the 20th century Russian History and in particular the period of the Revolution and Civil War outside the Soviet Union. I found the collection at the Hoover Institution outstanding and unique."

Robert M. Slusser, Professor of History at The Johns Hopkins University, wrote of the Institution: "No other library in the United States, and only a few outside the Soviet Union itself, can match the Hoover Institution's holdings of official materials published by or related to the Soviet government and the Communist Party of the Soviet Union."

Commenting on recent additions to the Institution's collection on Cuba, Professor Theodore Draper of The Institute for Advanced Study at Princeton University, wrote: "The material should make your holdings on Castro's Cuba outstanding and perhaps unique, particularly since your serial holdings already provide about 90 per cent of the documentation needed for scholarly research in this field."

John L. Snell, University Distinguished Professor at the University of North Carolina, praised the holdings on Germany as follows: "The sources you possess in my own field of research (Germany in the 20th century) are rich, distinctive, and indispensable. You are to be commended for your willingness to share your holdings even more freely and valuably than in the past with scholars not associated with Stanford University."

Professor of Political Science, Edward J. Rozek, of the University of Colorado, has written: "Upon completion of my research at the Hoover Institution I hasten to express my gratitude to you for allowing me to use your unique facilities. Having spent some time at the Harvard Russian Research Center I was pleasantly surprised to find that the Hoover Institution has more unique, or rare, research material in Soviet and Communist affairs than Harvard does."

Arthur Kemp, Charles M. Stone Professor in the Department of Economics at Claremont Men's College, write: "Ower the years since coming to California in 1953, I have had many opportunities to use the unique collections of materials available at Hoover Institution. They are truly magnificant and, to a large extent, simply not obtainable elsewhere."

Writing on the African collection, Edward S. Munger, Professor of Geography at the California Institute of Technology, has written: "In my own field, I can speak with some authority on the quality and value of your African materials and the leadership displayed by your Peter Duignan in making them available. I look forward to greater use by myself and my advanced students."

Henry Cord Meyer, Professor of History at the University of California at Irvine, has written: "I know from my own work in twentieth-century German history how indispensable and unique your resources are. * * * I can honestly say that my own work would not have been possible without your excellent materials. Every effort should be made to broaden the enrichment which the Hoover Institution can provide."

Professor Gleb Struve, Professor Emeritus of Slavic Languages and Literature at the University of California at Berkeley, wrote: "We all know how invaluable those Hoover Institution collections, including a wealth of manuscript materials, are. I have myself used these collections, especially the periodicals, in the past, and I have my eye on using them again."

J. S. Conway, Professor of History at the University of British Columbia, has commented: "In my own field, of course, which is the intellectual and ecclesiastical life of Germany during the first half of this century, the Hoover Institution is preeminent. * * * I know too that my colleagues in the field of Asian and Slavonic Studies have benefitted greatly from the association they have had with the extensive facilities of your Institution."

George Lenczowski, Professor of Political Science at the University of California at Berkeley and a specialist in Middle Eastern affairs, wrote: "Your collections on the Middle East and on Communism, the two fields in which I am particularly interested, are most valuable, both in terms of their wealth as well as in terms of judicious selection of relevant materials, to all serious researchers."

Chalmers Johnson, Professor of Political Science at the Institute of International Studies at the University of California at Berkeley, has written of ". . . the great value and uniqueness of the Hoover's East Asian collection. A number of my students have used your Library and found it extraordinarily rich in the field of Chinese Communist history as well as contemporary events."

Reginald H. Phelps, of the Harvard Graduate School of Arts and Sciences, has written: "For my special field of internal history of twentieth century Germany, the Hoover Institution is highly significant. The enormous files of periodicals are especially valuable. So, too, are the documentary materials in the collections, and the diaries, for instance, those of Herron, Fried, and Kanner. The collections of leaflets and brochures and other ephemera must be unique for this period in the United States, and I believe that they would be hard to match in Germany."

Morris Bornstein of the Center for Russian and East European Studies at the University of Michigan wished to do research at the Hoover Institution, and wrote: "Because the Hoover Institution has an excellent collection on the area, I would like very much to spend the academic year in Palo Alto in order to do my research in the Hoover Library."

Samson B. Knoll, Chancellor of The Monterey Institute of Foreign Studies, wrote: "The immeasurable value and uniqueness of the several collections of the Hoover Institution need hardly be emphasized. Few libraries in this country or, for that matter, in many parts of the world, can equal or better the wealth of materials and the opportunity for research offered here."

Werner Warmbrunn, Professor of History at Pitzer College of the Claremont Colleges, has witten: "I should like to point out that the Hoover Institution provides totally unique facilities in my own field, the history of the Second World War in Western Europe. * * * At present I am engaged in a companion study of Belgium under German occupation and I find again that the Hoover collections will provide the core of the material for this book. During an exploratory trip through six countries of western Europe last fall I found a universal appreciation among my western European colleagues of the uniqueness of the resources offered by the Hoover Institution."

Vartan Gregorian in the School of Behavioral and Social Sciences at San Francisco State College, has written: "The Hoover Institute's resources are unique and for faculty members who, like me, have been teaching in State Colleges with their limited libraries, it has provided a unique opportunity to do research in fields of specialization."

Jozo Tomasevich, Professor of Economics at San Francisco State College, wrote: "Research work for my new study entitled *War and Revolution in Yugoslavia 1941-1945*, would be much more difficult without the availability of the many materials kindly put at my disposal by the Hoover Institution. And from all I have heard in the past twenty years, the Institution's holdings of materials on other countries are considerably more complete and valuable than those pertaining to Yugoslavia."

Edgar Anderson, Professor of History at San Jose State College, has used the Institution's collections on many occasions, and has written: "I have found the Hoover Institution a veritable gold mine not only in my general area—Eastern European history, but even in highly specialized areas of study, such as the Baltic area."

Wayne S. Vucinich, Professor of History at Stanford University, wrote: "Those of us on the Stanford Campus who are associated with Eastern European and Soviet studies can testify to the tremendous value of the Hoover Institution collections for our scholarly research."

David B. Stenzel, Professor of History at Stanislaus State Collge in California, has written: "The collections are extensive, unique, and most pertinent to our interests, especially the foreign newspaper collections and those many documentary collections which are unobtainable elsewhere. The staff is unusually courteous helpful, and always well informed about research opportunities."

Charles F. Delzell, Professor of History at Vanderbilt University, has used the Institution's collections since 1943, and has written of them: "I have first-hand knowledge of the unusually rich and, in many cases, unique collections of important research materials available at the Hoover Institution and Library* * * I am also personally familiar with the very valuable collections relevant to German history since 1914, to the Russian revolutions of 1917 and the Soviet era and to certain aspects of the history of the British Labour Party. I have also seen and admired the fine collections dealing with Communist China, Africa and the Middle East."

Glenn G. Morgan, Proessor of Political Science at San Jose State College, has written of the Russian collections: "I have been utilizing the very fine resources of the Hoover Institution since 1959 when I moved to this area and have found there a wealth of materials which have been of enormous value to me in my research on Soviet law and government."

John Israel, Associate Professor of History at the University of Virginia and a specialist in Chinese student movements, wrote: "In the course of my research I have spent many months at the Hoover Institution in addition to visiting many other libraries in the United States, Japan, Taiwan, and Hong Kong. Hoover's collection on this subject is outstanding."

John S. Reshetar, Jr., Professor of Political Science at the University of Washington, wrote that the Institution has "* * * one of the world's outstanding collections dealing with countries now under Communist rule."

G. Warren Nutter, Professor of the Thomas Jefferson Center for Political Economy at the University of Virginia and former Deputy Assistant Secretary of Defense for International Security Affairs, has written: "Everybody who works in the field of Soviet studies knows the wealth of material available only in the unique collection of documents so painstakingly assembled over the years in the Hoover Institution. No other collection anywhere in the world contains so many original sources of information in the form of rare documents and papers, which are invaluable to the scholar in exposing aspects of Soviet history that have been concealed through official censorship."

Jay W. Baird, Assistant Professor of History at Miami University in Ohio, has written: "There is no question that the holdings of the Hoover Institution in my particular field, Modern Germany, are among the best in the country."

Werner T. Angress, Associate Professor of History at the State University of New York at Stony Brook, has written of the Institution's holdings on the Russian revolution: "No other library in the country can match Hoover's holdings in this and many other, including Asian, fields of recent history."

John W. Lewis, Chairman of the Center for East Asian Studies at Stanford University, has written: "The part of the Institution's collection which I know best is that dealing with East Asia. Here the collection is extraordinarily rich and in some cases unique. It has added immeasurably to our knowledge of modern China, for example, and provides the international community of China scholars with the best original material on the history of the Chinese Communist movement and Party."

Sergius Yakobson wrote as Chief of the Slavic and Central European Division of the Library of Congress as follows: "Your collections of monographs, pamphlets, and extremely valuable set of periodicals and rare newspapers, not to speak of unpublished documents and manuscripts, are indeed often unique, and I can testify that in a number of instances a pilgrimage to book repositories in Western Europe, Finland, or even in the Soviet Union itself could be no substitute for a sojourn at the Tower and free exposure to the rich holdings there."

Alexander Vucinich, Professor of Sociology at the University of Texas, has written: "I have worked in many libraries in this country and Europe and have had ample opportunity to acquaint myself with the resources and inner workings of most of them. There is not the least doubt in my mind that among the leading libraries of the world the Hoover Institution ranks with the best. . . . Outside the Soviet Union, the Hoover Institution has more Russian material on the first decade of the Soviet regime than any other library."

In a letter from Peter H. Merkl, Professor of Political Science at the University of California at Santa Barbara, and co-signed by four colleagues in the Department of History, the Institution was described as follows: "* * * we have found the Hoover Institution not merely helpful in our work, but indispensable."

Describing the "unmatched research resources" at the Hoover Institution, Peter K. Christoff, Professor of Russian and East European History at San Francisco State, wrote as follows: "I wish to express my appreciation for the long and continuous use of the Hoover Library and its valuable and unique holdings in the Russian and East European fields. In saying this, I believe that I am also speaking for many of my colleagues at San Francisco * * * and for my students, who during the past nineteen years have also used the Hoover Library."

Sidney Heitman, Professor of History at Colorado State University, wrote: "I have long been impressed by the fact that between its own unique collection of materials in my field of interest—the history of Soviet Russia—and the materials brought there from other libraries and archives around the world, it contains virtually every resource needed to conduct thorough and comprehensive research."

The distinguished Professor of History and specialist in German affairs, Dr. Gordon A. Craig, has written as follows: "The Hoover Institution's collections of manuscript materials and books dealing with the history of Central and Eastern Europe in the twentieth century are among the best in the world * * *."

J. Chester Cheng, Professor of History at the University of California at San Francisco, has described the Institution's collections on China as follows: "It is my considered judgment that the Institution's holdings of Chinese Communist material must rank amongst the very best in the world, including the vast United States government archives."

A testimonial to the richness of the collections on the Peron regime in Argentina was delivered by Professor Eldon G. Kenworthy of Cornell University: "I was pleased to find here many more Peron speeches and Peronist party/government materials than I thought still existed. My experience is limited to the Yale and Cornell libraries and to the public sources in Buenos Aires, but I haven't heard of any library able to match Hoover's holdings in this respect."

In a letter written by ten Professors of History of the University of California at Davis, the Institution's holdings were described as follows: "* * * the Hoover Library has become a mecca for scholars engaged in original research on twentieth century politics and political history, regardless of the geographic area of specialization."

HOOVER INSTITUTE
ON WAR, REVOLUTION AND PEACE,
Sanford, Calif., December 3, 1973.

Hon. CARL D. PERKINS,
Chairman, Education and Labor Committee, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: It is my understanding that S. 1418, the Herbert Hoover Memorial Educational Building bill, which was introduced by Senator Hatfield and cosponsored by Senator Cranston and a number of other Senators, has been referred to your Committee for appropriate action.

As the Director of the Hoover Institution on War, Revolution and Peace, I would like to advise you that S. 1418 as passed by the Senate is acceptable to the Hoover Institution. I also believe that the amendments which were reported by the Senate Labor and Public Welfare Committee, and subsequently adopted by the Senate itself, both strengthen and improve the legislation.

In particular, I agree that it is entirely appropriate for the Comptroller General to be specifically authorized to have access, for the purpose of audit and examination, to any books, documents, papers, and records of the Hoover Institution that are pertinent to the grant received. We will be pleased to cooperate fully with the Comptroller General in this regard. Similarly, we will be happy to furnish pertinent information to the Secretary of the Treasury at such times and in such manner as he may require. We would look forward to submitting a report each year to the President and the Congress on the expenditure of funds receivd by the Institution in the previous fiscal year during the period for which grants are made under the Act so that the President and the Congress will have a full report on our stewardship of the Federal funds entrusted to us.

It is also clearly understood that the grants made pursuant to the Act shall be the sole Federal memorial to the late President Hoover. Additional grants for this purpose will not be requested by the Hoover Institution.

The Herbert Hoover Memorial Educational Building which would be constructed and equipped under the provisions of S. 1418 would be located adjacent to the Hoover Tower on the Stanford University campus. Adequate land for this building is presently available and has been both approved and reserved for this purpose by the Board of Trustees of Stanford University. Pursuant to preliminary plans, the Memorial Educational Building would complete the Hoover Institution's library and research complex. It would be integrated with the Hoover Tower and the Lou Henry Hoover Building in such a manner that each could be used in the most efficient manner possible.

As presently contemplated, the Memorial Building will have six floors above ground and two floors below. It will provide urgently needed office space, seminar rooms, a conference center, and substantially more library space. Present estimates indicate that the Memorial Building will take from three to four years to complete.

Since its inception, the Hoover Institution has had a history of remarkable growth and development. By taking the initiative in 1919 in bringing together materials which documented political, economic, and social developments leading to the outbreak of World War I, as well as materials on all aspects of the war and its aftermath, Mr. Hoover entered a field that had been neglected in the United States. The records gathered between 1919 and 1922 put the Hoover Institution 20 years ahead of any comparable American center of learning at that time. As a result, it soon became and has remained a national and international center for advanced research on the difficult dilemmas of social, economic, and political change in the twentieth century.

Through the years, the Hoover Institution's collections have continued to attract in ever-increasing numbers scholars from wide-ranging backgrounds in academic and public life. In the latest year for which we have statistics, from July 1, 1972, through June 30, 1973, more than 1,100 scholars from 38 states and 13 foreign countries came to do research. They used the library, which houses almost one and one-quarter million bound volumes as well as approximately 2,400 journals and 350 newspapers on current subscription, in addition to about 3,500 archival collections of documents and personal papers. These holdings include materials in more than 30 languages from over 100 foreign countries.

The Institution's National and Peace Fellows Program is now in its third year of full operation. The Fellows, who are drawn from universities throughout the United States, are younger scholars of exceptional promise. While in residence at the Hoover Institution these unusually able men and women carry on one year of uninterrupted advanced study free from their normal academic responsibilities. The program is designed to expand in new directions the Institution's studies of public and foreign policy as a contribution toward Herbert Hoover's dream that peaceful change may be promoted in modern society.

The staff at the Hoover Institution includes experts on China, the Soviet Union, Eastern and Western Europe, Africa, Latin America, the Middle East, as well as the United States. The men and women on the staff are scholars in their own right, as well as multi-lingual, for the Hoover Institution is a crossroads on the western coast of the United States, between East and West.

The Institution has one of the largest collections of twentieth-century historical materials on China and the Soviet Union to be found anywhere in the world outside the borders of those two countries. The curators of these collections are fluent in the Chinese and Russian languages, and a part of the unique staff of the Hoover Institution, whose members command 30 different languages and come from more than 20 different countries. The collections administered by the Institution's staff contain priceless archival material. Only exceptionally well-qualified individuals can provide the knowledge required for their careful use and preservation. At the Institution there are, for example, complete runs of *Pravda* and *Izvestiya*. When the Soviet government required a copy of the rare first issue of *Pravda* for its records, it obtained a photostat of the original from the Hoover Institution.

The Memorial Building would be a fitting recognition of Mr. Hoover's dream. From the very outset, it was his hope that the library and archives of the Hoover Institution would make a continuous contribution to the pursuit of peace in the future by preserving and studying the documents of the past and present.

The space and facilities of the Memorial Building would make possible an expanded acquisition, research, publication, and fellowship program at the Hoover Institution. More than ever before, the Institution would be able to make available to scholars and students from every state in the United States and from every country in the world the important documents on international and national affairs. It could provide to ever-increasing numbers of scholars the research facilities that are so essential to academic thought and study.

I believe that S. 1418 as passed by the Senate recognizes in a practical and tangible manner the 50 years of extraordinary and selfless public service of Herbert Hoover. It would, in an eminently suitable manner, commemorate the one hundredth anniversary of his birth on August 10, 1974, by making it possible to construct and equip the third and final building of the Hoover Institution's research and library complex. It would make possible the fulfillment of the aims of the Institution which Mr. Hoover expressed as follows in 1941, when the Hoover Tower was dedicated: "The purpose of this Institution is to promote peace. Its records stand as a challenge to those who promote war. They should attract those who search for peace."

In conclusion, I would like to note that Mr. Allan Hoover, the son of the late President, and Mr. Herbert Hoover III, the President's grandson, have expressed for their respective families their approval of S. 1418 and the manner in which it would provide for the construction and equipment of a new educational building as a Federal memorial to the late President Hoover.

I trust that the information set forth in this letter will be of assistance to you and your Committee. In the event that I can be of further assistance, please do not hesitate to call upon me.

Sincerely yours,

GLENN CAMPBELL, *Director.*

Mr. O'HARA. Thank you very much, Dr. Campbell.

Mr. Burress, do you have any statement?

Mr. BURRESS. No.

Mr. O'HARA. Dr. Campbell, a few days ago when the subcommittee was conducting hearings on a proposed grant to Eisenhower College, some of those members of the subcommittee who were present at that hearing indicated that they feared they had established a precedent in the late 1960's that they now regretted, and that is that they had made funds available for a memorial to an American who had certainly deserved to be memorialized by his country, but they had made these funds available to a private institution that was not under Government control or direction.

One member, I recall, expressed some concern that by designating this particular private institution over which the Federal Government and the Congress had no management and authority, as the memorial to a great American, General Eisenhower, sort of committed us in perpetuity to making sure that the college prospered, that it never faltered in any way or became unworthy of the man memorialized.

Some concern was expressed over that issue. I would like you to direct yourself to that issue as it relates to the proposal before us.

Mr. CAMPBELL. Mr. Chairman, I can certainly understand the concern of the subcommittee. At the same time, of course, I am sure you realize the precedent for having memorials to former Presidents of the United States was established much before the Eisenhower College grant.

As you pointed out, you are addressing yourself to the question of the memorial at a private institution. In terms of the Hoover Institution—I am repeating to a considerable extent what Senator Hatfield said in answer to a slightly different question—it was founded by former President Hoover in 1919.

For 45 years, until his death, he did maintain an active interest in the institution. He worked diligently to promote its growth. The institution is now firmly established as an important national and international institution.

I hesitate to say we have a record of prosperity. I don't want to create the wrong impression, but we do have a record of existence and growth for over half a century. I wouldn't be appearing before you and giving you the definite assurance that no additional funds would be requested for this purpose if I wasn't confident in my own mind that the Hoover Institution will be able to continue to grow in the future as it has in the past.

I hope that answer address itself to the essence of your question.

Mr. O'Hara. Yes, and in that sense it is a different situation from that of the Eisenhower College. Eisenhower College does not have an established record of public service.

Mr. Burress. Mr. Chairman, if I might, also, this memorial would be the one educational building so that the bill is limited in that scope. When it is constructed and the Federal funds are dedicated to that purpose, then that building would complete the Hoover Library Institution complex, but that would be the memorial.

Mr. O'Hara. The building itself?

Mr. Burress. Right.

Mr. O'Hara. Of course, we got in somewhat the same bind with the Eisenhower College where the original grant, as you may recall, was for capital construction. Now further funds are being sought for an endowment for certain operational expenses.

This building which you propose would be the memorial to President Hoover would be adjacent to and connected with the other buildings of the institution. As I understand it, it would permit you to expand the facilities that you now have and increase their value to scholars and students; is that correct?

Mr. Campbell. That is correct.

Mr. O'Hara. The expansion itself, but none of the materials that you require to use, would come from this proposed grant; is that correct?

Mr. Campbell. No. The $5 million is strictly for brick and mortar and equipment of the building; the provision of stacks, furniture, desks, and chairs for the offices and seminar rooms.

Mr. O'Hara. Mr. Dellenback, do you have any questions?

Mr. Dellenback. Yes, Mr. Chairman.

Mr. Campbell. Excuse me. I should, in order to make the record complete, point out that we already have two buildings; the one building is the Hoover Tower Building, which is the campus landmark at Stanford University; and the other building, which is named for Mrs. Hoover, would in essence, be the connecting building between the Hoover Tower Biulding, and the Memorial Education Building that we propose to build, so that the three buildings, by themselves, would form a complex and would complete the Hoover Institution library and research complex.

Mr. O'Hara. Just one further comment. The Chair wishes also to recognize and have noted in the record that this, in effect, would be a Federal matching fund. It would have to be matched by funds obtained from private sources.

Mr. Campbell. That is correct.

Mr. O'Hara. Mr. Dellenback.

Mr. Dellenback. Mr. Chairman, we are both in receipt of a copy of a letter from Dr. Campbell under date of December 3, the original of which was addressed to our colleague, Chairman Perkins of the full committee.

It would seem to me, after having both listened to the testimony this morning and read that letter, it might be desirable to have that letter as part of the record. Therefore, I would make the request that a copy of this letter be made a part of the record.

Mr. O'Hara. Without objection, the letter referred to will be made a part of the record immediately following the material submitted by Dr. Campbell that follows his testimony.

Mr. Dellenback. Dr. Campbell, can you tell the committee what the legal structure of the institution is?

Mr. Campbell. Yes. The institution is officially designated as an institution within the frame of Stanford University.

Mr. Dellenback. Is the legal control over the property of the institution vested in the board of trustees of Stanford?

Mr. Campbell. Yes, sir. Ultimate control is in the board of trustees of Stanford University.

Mr. Dellenback. Is there any intermediate control as far as the institution is concerned? Does it have its own board of trustees? Or do you, as director, have authority derived directly from the board of trustees of Stanford?

Mr. Campbell. Mr. Dellenback, we have our own board of overseers at the Institution on War, Revolution, and Peace, which advises on policies and reviews programs of the Hoover Institution and reports their views on our activities to the president and board of trustees of Stanford University.

Mr. Dellenback. They are purely an advisory committee, however, without legal authority to control your activities or the activities of the institution?

Mr. Campbell. In the narrow technical sense they are, Mr. Dellenback. However, in the selection of a director of the Hoover Institution, they would play an important role, and also, of course, they would play an important role if they were dissatisfied with my performance as director, I can assure you.

Mr. Dellenback. Yet, they would have no direct authority? I am just trying to understand their legal position. They are an advisory committee to you, to the president, and the board of trustees?

Mr. Campbell. That is correct.

Mr. Dellenback. What, in your opinion, would be the real impact or the real effect of the section of S. 1418 which talks in terms of grants being the sole Federal memorial to President Hoover?

Mr. Campbell. The impact in respect to the Hoover Institution on War, Revolution and Peace I think is direct and clear; namely, what in my statement and also in the letter I have already pledged, that no additional grants for this purpose will be requested by the Hoover Institution.

I am sure you understand I can't speak for the rest of the Nation or for the Congress of the United States, and I should mention that the Hoover family, former President Hoover's son and grandson, have also given their approval to S. 1418 in this respect.

Mr. DELLENBACK. Let there be no misunderstanding about the thrust of my questions. I am predisposed to think that the institution is, in truth, an extraordinary institution. I think its record is clear. Its contributions are very significant, and I think that President Hoover deserves something significant and his memory should be perpetuated.

Yet, in looking at the bill, there are a couple of things which cause me concern. If we look at the last paragraph, for example, it doesn't say that the Hoover Institution is a memorial to President Hoover, it says the grants shall be the sole Federal memorial.

There is no official designation of the institution in any way as I read that paragraph. It talks only in terms of grants. Secondly, in section 2 of the bill, it talks in terms of a period of time. There is no perpetuity involved in this particular situation. There is a period of 20 years from the completion of the construction which is deemed to be the period of Federal interest in the facility.

It could be that a critic of this kind of grant could say this is no permanent memorial to the President, however great he or the institution may be.

Rather, all this is a method of acquiring $5 million, and maybe $5 million more in matching grants, for the purpose of constructing a building. At the moment, it would be the completion of a complex but, 20 years from now, this building might be a way station toward still more construction which might very well be called for by that period of time.

At the end of 20 years the Federal interest is gone. When the Federal interest is gone, also gone is a designation of the Institution as a memorial to the memory of President Hoover.

Therefore, what we are talking about is getting $5 million. What would be your response to that?

Mr. CAMPBELL. First, Mr. Dellenback, on section 6, as far as I am concerned, the meaning of that is that the memorial educational building is the memorial to former President Hoover.

Mr. DELLENBACK. So we are not talking about the Institution being the memorial to President Hoover, we are talking about the educational building?

Mr. CAMPBELL. That is correct. If you talk about the building being the memorial, to some considerable extent it helps in respect to what was concerning Representative O'Hara because I don't think the Congress, if it passes this bill, is assuming any obligations for general support of the Hoover Institution.

Quite to the contrary. It is very clear and, as far as I am concerned, Mr. Dellenback, it is also very clear, and I have so stated, that my understanding of this being the sole Federal memorial is that the $5 million is it.

Mr. DELLENBACK. Dr. Campbell, you are walking on dangerous ground, it seems to me, from a philosophical standpoint. On the one hand, you are talking about a living memorial to President Hoover which is an ongoing institution doing a great thing.

Now you are suddenly switching. You are talking in terms of a collection of brick and mortar in which for 20 years there would be a Federal involvement, and after 20 years, the Federal interest is gone. You are not talking of either perpetuity or a living memorial of an institution which would go forth and continue to do great and wondrous things. You are talking about, in a very narrow sense, that you want money to build a building.

Mr. CAMPBELL. Mr. Dellenback, let me first say I did not draft this bill. I have taken it for granted in respect to the 20-year provision, that Congress wanted to make certain that during that period this building would be used as an educational facility.

I suppose that is something akin to depreciation, but in my thinking, the Hoover Institution is going to continue in perpetuity to be an educational facility. If you feel the language in the bill should be changed in this respect, I can think of no objection that I would have in terms of the Hoover Institution as an ongoing growing institution serving scholars from this country and abroad.

I suppose one could always say that we are living in perilous times and something could happen to us. All I can say, Mr. Dellenback, is I have been Director of the Hoover Institution for almost 14 years and the Institution has continued to grow and continued to serve during that period.

It has existed for almost 55 years. It has been a national institution almost from the beginning of that period because of the unique foresight and the activities of Herbert Hoover.

I look forward to the Institution continuing the same service for several more 50 years, but I can't look into the future.

Mr. QUIE. Will the gentleman yield?

Mr. DELLENBACK. Yes, I will yield.

Mr. QUIE. I was not involved in the drafting of this legislation, but I would imagine the people who drafted this legislation perhaps took as their reference the Academic Facilities Act that was passed in 1963.

At that time we set the policy because we did not have the experience of the Federal Government making money available to institutions of higher education for buildings unless they were income producing prior to that time.

When we went into academic facilities that were not income producing we tried to figure out how we could recover the Federal share if something should happen and they would use it for some other purpose.

Especially at that time there was the religious significance because some of the colleges were church-related and therfore we wanted to make sure that if they did use it for religious purposes that there be a way of recovering.

In the meantime, the Supreme Court has acted and they declared that portion of the Academic Facilities Act unconstitutional. So I think it would be well if this committee would change the 20-year liability language and make it in perpetuity.

I have talked to Mr. Burress about this before. He indicated to me privately there was no problem. I think we ought to do that so it would be known that if something should happen, if it was changed to some other purpose, that when it happened in the future the Federal Government could recover its share.

Mr. DELLENBACK. I appreciate the contribution of my colleague. It reaches in the direction of the issue I am talking about; namely, the type of Federal financing which has been involved for a number of years in building brick and mortar structures throughout the length and breadth of this land.

This request should be more than that. To confine it to bricks and mortar destroys the uniqueness of what you are talking to us about accomplishing; it is not just building a building as hundreds of classroom buildings and dormitory buildings on campuses all over this Nation have been built with Federal funds.

You are approaching us on the grounds of doing something truly unique, and the type of comment Mr. Quie has just made is an improvement, it seems to me, and a step in that direction.

May I ask another question about financing? What roughly are the total assets of the institution—what your balance sheet accurately reflects?

Mr. CAMPBELL. The institution has endowment and expendable funds of approximately $12 million.

Mr. DELLENBACK. Those are endowment funds. In addition to that you have the physical assets. Are they included in the $12 million.

Mr. CAMPBELL. No. The answer to this question is that we have two buildings and in addition, we have what are far and away our most valuable assets; namely, the books and documents of the Hoover Institution, many of which are unique and are irreplaceable.

Certainly, if they were placed on the open market they would command many, many millions of dollars. The great value of the Hoover Institution is not its endowment, not its bricks and mortar; it is its books and documents.

To cite just one example, we have a copy of the first edition of the Communist Manifesto. It is a little slim volume which was given away free. I am sure if that was on the open market today it might bring anywhere from $10,000 to $25,000. That is quite an appreciation in value.

Mr. DELLENBACK. If I remember correctly, the first edition of Pravda in the archives of the institution was called for by nothing less than the Government of the U.S.S.R. so that they might have a copy in their own records.

Mr. CAMPBELL. That is correct.

Mr. DELLENBACK. Let me say something about the tremendous nature of this institution. I repeat what I said earlier: I am now talking about the institution that in my mind is one of the outstanding ones of the Nation.

I am now concerned, as a Congressman facing the kind of thing Chairman O'Hara talked of earlier, that this is not a unique request being made to us. At the moment, this is the third request that this subcommittee has before it, and if we march forward with these requests, we have been warned that this is but the opening of the floodgates. We are now going to find that a host of other institutions throughout the land will suddenly find there is a new source of financing available, and will be coming to us to deal with President Polk, President Pierce, or anyone down the line, as a source of Federal funding.

Quite frankly, so that you may understand my thinking on this, my concern is reflected in part by what you just said about the tremendous value of what is in the institution—$5 million is but a fraction of that value.

If we are talking about taking an action on the part of the Federal Government with your tax dollars in mind, not as educators, but as those people charged with the public purse responsibilities, we get a tremendous bargain for $5 million when we suddenly do something and put the imprimatur of a memorial on $50 million worth of assets, or $150 million worth of assets, or priceless assets.

So, for $5 million, we have bought into something really tremendous. Or, all we have done is add one more drop to the bucket which will be lost at some stage of the game and we would do better to erect a statue which would really be the Federal memorial for all time. Control over it would be in the Federal Government, and it will clearly be something that belongs to the people of the United States as the Lincoln and Jefferson memorials belong to the people.

That is my concern. Would you have any brief response to it? I have taken more than my share of time.

Mr. CAMPBELL. First, in essence what we are talking about is a combination of public and private memorial, if we can take the whole complex of the Hoover Institution, a memorial to the 31st President of the United States, which was an institution which he founded and which was built to world renown during his life.

I certainly agree with you, Mr. Dellenback. I certainly agree that the Congress is getting a bargain if it thinks of the Hoover Institution overall as being the Federal memorial.

But long before this bill came along Mr. Hoover thought of the Institution and he dedicated it to the promotion of peace and studying why wars and revolutions happen and trying to learn from that so that peace can be promoted.

You can say in a very real sense it was already, many years ago, a memorial to the people of this country and to the people of other countries of the world, particularly the scholars.

Mr. DELLENBACK. Dr. Campbell, thank you very much. My time has long since expired.

Mr. QUIE. What I am going to say is more in the way of a statement than a question because I think there has been some similarity to other memorials. We have a Washington Monument down here dedicated to our first President that started out without Federal funds.

A group of individuals wanted to erect a memorial. They got part way up and ran out of money. The thing sat there like a stump for a long period of time and finally the Congress appropriated some money to finish it up.

So I would say that there is nothing wrong with us buying into what somebody started out as a private memorial to a President. That is exactly what happened there. To me, President Washington was an inspiration to the Nation and perhaps a monument in that way is good for him. The same could be said for President Lincoln.

However, I doubt if President Hoover was the inspiration to the Nation in that same way. Nevertheless, as time goes on the tremendous contribution that he made to this Nation becomes more and more apparent to the citizen and there is probably no better place to do this than in the Hoover Institute at Stanford.

Anybody that travels in Russia knows how those people feel about President Hoover in that nation. In this country you can find political differences but you don't find political differences in Russia about President Hoover.

And the fact that this is the best research library on the revolution and that part of Russian history I think is something that is important to the United States. I think there are other bills, as my two colleagues have talked about, that are before this committee.

I was on the subcommittee when the Eisenhower College appropriation was made. I thought then there would not be another request for money, but they did come back. I was bothered then because Eisenhower College didn't seem to be that unique.

I have now made it my principle that if we do provide something of that nature to a college it should be of such national significance that it is important to our Nation and will provide that emphasis.

That is why I think you are now within my ball park on the kind of thing you propose, so I have no reservation in strongly supporting this $5 million, which will bring about $10 million.

If I had time to ask questions I would ask you about what you anticipate in the expansion of the resources of the Hoover Institute because we are talking about a building and hopefully some money could be used for further acquisition of materials.

It would be helpful if you could provide for the record what the Hoover Institute plans to do in acquisition of additional documents and information that would help scholars so that in this Nation we might not only know our own heritage but would be able to study the political and economic heritage and backgrounds of other nations of this world now that we are such a small globe.

I know you must have some kind of plans for the future. I think this would then give us a better idea of what kind of national significance it will have in the future as well.

We have a quorum call.

Mr. DELLENBACK. Mr. Chairman, may we ask unanimous consent that the information we asked of Dr. Campbell be made part of the record?

Mr. LEHMAN (presiding). Without objection, it will be made part of the record.

[The documents referred to follows:]

HOOVER INSTITUTION
ON WAR, REVOLUTION AND PEACE,
Stanford, Calif., January 9, 1974.

Hon. JAMES G. O'HARA,
Chairman, Special Subcommittee on Education, Committee on Education and Labor, House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: Toward the end of my testimony in the course of Hearings conducted by your Special Subcommittee on S. 1418 during the morning of December 12, Congressman Quie suggested that I prepare a supplementary statement about our holdings and plans for the future. It is my privilege to submit the following and request that you kindly make it a part of the record.

Materials collected by the Hoover Institution are of two basic types: (1) published items including books, pamphlets, government documents, and bound runs of newspapers and periodicals totaling some 1,250,000 volumes, of which about 70 percent are in 30 foreign languages; (2) unpublished or archival documentation, comprising papers and manuscripts, records and files of organizations in a total of 3,597 separate collections, as well as photographs, films, and sound recordings.

The Tower and the Lou Henry Hoover Building, dedicated in 1941 and 1967 respectively, house these millions of items. The major categories include:

Books and pamphlets—more than 1,000,000 volumes.

Government documents—over 130,000 volumes from some 100 countries.

Periodicals—about 24,000 journal titles.

Newspapers—more than 6,000 titles.

Publications of unofficial organizations—over 7,000 societies represented.

Maps and posters—about 50,000 pieces.

Microfilm reels—over 2,500 units.

Motion picture films—more than 500 reels.

Special collections—3,597 units containing many millions of individual items.

The international reputation of the Hoover Institution, as a center for advanced research in socio-political and economic change during the 20th century, is derived mostly from its unique primary source materials described under (2) above, which serve not only American scholars but also the world academic community. In addition to materials on the United States and specific foreign geographic areas, we have the papers of prominent individuals whose activities have involved more than one continent: American and foreign statesmen, important political leaders generals and admirals, high government officials, as well as the papers of societies and organizations.

Examples are legion, but a few will suffice to indicate the treasures that are located in the Tower building. Prominent among the 3,597 archival units are the following, grouped by categories:

Anti-war Movements. America First Committee (1940–41); Nobel Prize winner (1911) Alfred Fried's collection; the David Starr Jordan papers (1913–32).

British Labour Collection. Reports on all trade union congresses and Labour Party conferences since the early 1900's; the London *Daily Mail* from 1912; a full set of the *Annual Report* (1893–1934); nearly complete runs of the Bradford *Pioneer* (1913–36) and the Glasgow *Forward* (1906–60).

International Communism. Full sets of Comintern (1919–43) documents; the Nazi German anti-Comintern (1936–43) archives; all Cominform (1947–56) materials.

James A. Healy Contemporary Irish History Collection. Described by Frank O'Connor in the Dublin *Sunday Independent* as "the finest library about Ireland," it has books, government documents (including parliamentary debates), and society publications, and a rich assortment of pamphlets, as well as runs of newspapers and journals. Ireland's struggle for independence from Britain is exceedingly well-documented.

Multi-National Organizations. League of Red Cross Societies founding documents (1864); Commission for Relief of Belgium (1914–19) files; American Relief Administration (1919–23) archives; Paris Peace Conference papers (1919–21) from 53 delegations, Reparations Commission (1919–25) documents.

United States. Nearly 300 individuals and organizations have deposited their papers with us because of their close relationship with Mr. Hoover. Many other distinguished Americans with an interest in the Hoover Institution also have placed historical materials here. They include individuals from all phases of public life, some of whose names and identifications follow:

Politics and Government

Ernest Lundeen. U.S. Senator from Minnestota, 1937–40.

Raymond Moley. Member of Franklin D. Roosevelt's "brain trust".

Lewis L. Strauss. Member, Atomic Energy Commission, 1946–50; Secretary of Commerce, 1958–59.

Ray Lyman Wilbur. Secretary of Interior, 1929–33.

Woodrow Wilson. Letters from White House to Mr. Hoover.

Military

John Chaisson. Lt. General and Chief of Staff, USMC.

Claire L. Chennault. Lt. General and Commander of Flying Tigers.

Charles M. Cooke. Admiral and Chief of Staff to Fleet Admiral Ernest King, 1942–45; Commander of the 7th Fleet, 1946–48.

Bonner F. Fellers. Brigadier General and Secretary General, Allied Council for Japan after World War II.

Robert T. Frederick. Major General and Command Officer of the 1st Special Service Forces ("Devil's Brigade"), 1942–43.

Preston M. Goodfellow. OSS Deputy Director, 1941–46.

Frank H. Higgins. Assistant Secretary of the Army, 1954–59.

Milton E. Miles. Vice Admiral and Commander of U.S. Naval Group in China, 1942–46.

Robert C. Richardson. Military Governor of Hawaii, 1943; Commanding General, U.S. Army Forces in Pacific, 1944.

Harry Schmidt. Commander at Tinian and Iwo Jima; General USMC, and Commanding Officer of 5th Amphibious Corps, Japan.

Raymond A. Spruance. Admiral and Commander, Central Pacific Forces, 1944–45.

Joseph W. Stilwell. Commanding General, U.S. Forces in China-Burma-India Theater 1942–44.

Diplomatic Service

Julean H. Arnold. Commercial Attaché in China, 1914–40.

Joseph W. Ballantine. Special Assistant to the Secretary of State, 1945–47.

Hugh Gibson. Ambassador to Belgium, 1927–33, 1937–38, and Brazil, 1933–37.

Stanley K. Hornbeck. Chief adviser on political affairs, 1937–44; Director, Office of Far Eastern Affairs, Department of State, 1944.

Jay C. Huston. U.S. Consul in China, 1923–32.

Joseph E. Jacobs, Political adviser in Korea, 1947–48; Ambassador to Czechoslovakia, 1948–49, and to Poland, 1955–57.

Truman Smith. U.S. Military Attaché, Berlin, 1935–39.

Brand Whitlock. Minister and Ambassador to Belgium, 1913–22.

Journalism

Louis P. Lochner. Associated Press correspondent in Germany during World War II.

John Callan O'Laughlin. Publisher of the *Army-Navy Journal*, 1925–49.

Mark R. Sullivan. Author and commentator on political affairs, 1928–52.

Other Public Service

Alvin B. Barber. Adviser to American Relief Administration (Poland), 1919–22.

Walter Lyman Brown. Director, European Children's Fund, 1920.

James B. Donovan. Negotiated Abel-Powers prisoner exchange with U.S.S.R.

Maurice Pate, Executive Director, United Nations Children's Fund (UNICEF), 1946–65.

Our future plans are predicated on the expansion of solicitation efforts to encompass the many revolutionary upheavals taking place in Latin America and the turbulence in Southeast Asia. Just completed research on African colonialism, resulting in a five-volume series published by Cambridge University Press, brought in a wealth of primary source material. A new study on "Agents of Empire: The Men Who Governed Africa" will take a decade to complete. Not only will new private archives and collections be accumulated by the Hoover Institution, but this project should have relevance to present East-West tensions and those between the developed and the underdeveloped areas of the world. Documentation of this type that is being continuously acquired allows scholars to study the sociopolitical and economic heritage of other nations as well as our own.

We therefore intend to expand the categories of solicitations and increasingly cover such individual professions as lawyers active in public affairs, members of the U.S. Congress, and journalists who have made an impact on the national scene. A list of 606 individuals has been drawn up, and initial contacts are being or already have been made. The anticipated influx, especially of new American collections, should enhance our domestic studies program, which is undertaking research projects in the fields of economics, history, and political science. This program will play a major role in developing more cooperative ventures with other leading research institutions throughout the United States.

Such a multiplicity of subjects and geographic areas covered by our archives as well as their steady growth in size pose a problem of locating information that is scattered throughout these vast holdings. In order to assist the hundreds of visiting scholars who come to do research every year, we have begun work on a computer-based information retrieval system that will encompass all of our collections when installed and fully operational. Systems testing and verification are already under way, and we anticipate that the Hoover Institution will become the first private manuscript repository at which a collection-wide information retrieval capability will be in effect. It should serve as a model for other such archives in the United States, and will be offered as such on a cost basis without any profit to ourselves.

The new building will house the growing number of archival collections as well as those already in the Tower building. Special facilities are required for precise temperature and humidity control in order to avoid deterioration of these valuable and unique materials. In addition, equipment would have to be installed for document preservation and restoration. Also, adequate space must be available for the increasing number of advanced scholars who visit us year after year from all parts of the world. A new building commemorating Herbert Hoover will better enable us to implement the objectives he set for the Institution: to collect the living documents of international affairs, to organize and make them available for use, to foster their utilization by qualified persons, and to encourage and aid in the dissemination of this knowledge.

The world-wide scope of our collections gives them special value at this time when so many problems are international in their ramifications. They offer the basis for comparative studies of revolutionary trends in different areas—in China and Latin America, for example, as compared with the continent of Africa. They make possible the assessment of policies and activities of the United States in every major region of the world. And they enable us to analyze the problems which must be solved if freedom and peace are to be attained.

The Hoover Institution thus contains in its collections unique resources for the sober and disciplined investigatioin not only of these dramatic day-to-day developments in each area of tension, and the basic social, economic, and political factors which underlie them, but also of their broader repercussions in world politics. While each of the major area collections is in itself outstanding, the truly important thing about the Institution is that it houses under one roof for convenient comparative study the record of the major upheavals in the contemporary world. These great international collections offer opportunity to concentrate on one area, yet at the same time to see it in relation to the world as a whole.

Thank you again, Mr. Chairman, for the opportunity to have appeared before your Special Subcommittee and for your kindness in allowing this communication to appear in the Hearings.

Best personal wishes and

Sincerely yours,

W. GLENN CAMPBELL, *Director.*

Mr. DELLENBACK. We thank Mr. Campbell for coming here. You have been very helpful and we are very grateful on behalf of the whole committee.

Mr. LEHMAN. We will adjourn until such time as the chairman calls the committee into session.

[At 10:07 a.m. the subcommittee adjourned subject to the call of the Chair.]

[The following documents were submitted for the record:]

JANUARY 10, 1974.

Mr. JAMES B. RHODES,
Archivist of the United States, the National Archives,
Washington, D.C.

DEAR MR. RHODES: My Subcommittee has recently held hearings on several bills to authorize Federal assistance to several institutions created to honor important public figures of the recent years. The hearings have raised in the minds of some of the members of my Subcommittee some question about the extent and nature of existing Federal activity in memorializing past statesmen.

I would appreciate it if you could provide the Subcommittee with whatever information you think would enlighten us as to the scope and nature of the Federal involvement in the Presidential Libraries, from President Hoover through President Johnson. I shall not seek to limit the detail of your response, but one thing I am sure would be of interest would be an idea of the amount of financial investment the United States has made in each of these Presidential libraries, and what the costs are estimated to be in the immediate future.

Another area of interest is the manner in which the Federal interest is related to non-Federal institutions which may also be involved in the operation of such libraries or institutions closely allied to them.

Any information you can provide the Subcommittee to clarify these questions will be appreciated.

Very truly yours,

JAMES G. O'HARA, *Chairman.*

GENERAL SERVICES ADMINISTRATION,
Washington, D.C., February 22, 1974.

Hon. JAMES G. O'HARA,
Chairman, Special Subcommittee on Education, Committee on Education and Labor, House of Representatives, Washington, D.C.

DEAR MR. O'HARA: Thank you for your letter of January 10, 1974, regarding questions before the Special Subcommittee on Education concerning the extent of existing Federal activity in memorializing past statesmen.

The Presidential Libraries Act of 1955 authorizes the Administrator of General Services to accept the papers of Presidents and former Presidents and their aides and associates; to accept real estate for establishing a Presidential library; and to enter into agreements with non-Federal institutions for the operation of Presidential libraries. While a variety of arrangements are contemplated by the act, it always assumes a core collection of Presidential papers.

Under the terms of the 1955 Act, Presidential libraries are regarded as archival depositories within the national archival system. They are administered by the National Archives and Records Service of the General Services Administration and each serves as a research center on the papers of the respective President and his associates. The libraries also serve as educational centers for the general public through displays of documents and memorabilia. They may be located near the homes or graves of the Presidents, but are not in themselves memorials to Presidents.

Since the original capital investment for each Presidential library is borne by some non-Federal group, Federal costs are limited to operation, maintenance, and improvement. Current costs of operation of the six libraries, plus, a planning and direction staff for the system, are shown in the following table:

Presidential libraries, appropriated funds—1974

Hoover Library	$260,000
Roosevelt Library	397,000
Truman Library	380,000
Eisenhower Library	422,000
Kennedy Library	517,000
Johnson Library	628,000
Nixon records liaison	133,000
Planning and direction	279,000
Total	3,016,000

In addition, each Presidential Library has a trust fund wherein money is collected from admission fees and publication sales and expended on library programs mainly concerned with tourism.

It has been found necessary, with the increase in tourist visitors as well as archival holdings, to improve and expand every one of the four older libraries. The cost of major improvement projects, as approved by the Public Works Committee on both houses of Congress, is summarized below:

Government costs for major improvement projects to presidential libraries

Hoover Library	[1] $1,074,000
Roosevelt Library	769,000
Truman Library	393,000
Eisenhower Library	[1] 1,610,000

[1] Including construction in progress.

The non-Federal groups that have constructed the Library buildings and offered them to the Government have tended to evolve into groups that from time to time give financial support to conferences of scholars, special exhibits, or oral history programs of the libraries. They also may make grants to scholars who do research at a given Library. The following, private, nonprofit groups are now actively supporting some phases of Presidential library activities.

1. Hoover Presidential Library Association, West Branch, Iowa; Duane Arnold, Post Office Box 351, Cedar Rapids, Iowa 52406, President. The Association is the result of a merger of the Herbert Hoover Birthplace Foundation, organized in West Branch, and an organization chartered in Washington, D.C. as the Herbert Hoover Presidential Library Association.

2. Eleanor Roosevelt Institute, Hyde Park, New York; Robert S. Benjamin, Chairman, 729 7th Avenue, New York, New York 10019. The Institute is the successor to the Eleanor Roosevelt Memorial Foundation.

3. Harry S. Truman Library Institute for National and International Affairs, Independence, Missouri; Elmer Ellis, President, 107 West Brandon Road, Columbia, Missouri 65201. This Institute is the successor to the Harry S. Truman Library, Inc.

4. Eisenhower Foundation, Abilene, Kansas; D. M. Nicolay, President, Abilene, Kansas 67410.

5. John F. Kennedy Library, Inc, Stephen Smith, President, 200 Park Avenue, Room 3021, New York, New York 10017

6. University of Texas, Austin, Texas Through its Lyndon Baines Johnson School of Public Affairs, the University sponsors conferences and other meetings in cooperation with the Library.

The Lyndon Baines Johnson Foundation, Austin, Texas; Frank C. Erwin, Jr., President, P.O. Box 1011, Austin, Texas 78767, conducts activities similar to those of the private groups associated with the other Libraries.

A brief account of the role played by private groups in establishing Presidential libraries, entitled "The Making of a Presidential Library," is enclosed. Additional information on the activities of the present groups is available from their officers.

We will be pleased to hear from you further if you wish additional information.

Sincerely,

ALLAN G. KAUPINEN, *Assistant Administrator.*

Enclosure.

THE MAKING OF A PRESIDENTIAL LIBRARY

Since 1939, when legislation was passed accepting the Franklin D. Roosevelt Library as a Presidential archival depository, the burden of assembling land for a site and constructing a suitable building or buildings has been on the President himself or on private persons or non-Federal governmental agencies. The pertinent laws providing for the Federal Government to accept the completed building are codified in Title 44, sections 2101–2113, U.S. Code.

To provide suitable buildings, Presidents have turned to private, non-profit organizations or to State and local governmental units and have lent their prestige and sometimes their own assets to the effort. In the case of Presidents Roosevelt, Truman, and Kennedy, special non-profit corporations were established. In the cases of Presidents Eisenhower and Hoover, already existing foundations expanded their activities to do the job. In the case of President Johnson, the University of Texas assumed full responsibility for financing and constructing the Lyndon Baines Johnson Library.

The National Archives and later the General Services Administration, working mainly through the National Archives and Records Service, advised these organizations and local governmental units, but did not control their policies or activities. A detailed history of their various efforts can be learned only from their own records. The accounts that follow, therefore, give only a brief summary of each Library's development.

THE HERBERT HOOVER LIBRARY

Interest in preserving the site of Herbert Hoover's birth was responsible for the early organization of private groups that later undertook to build the Herbert Hoover Library.

The development of the Herbert Hoover memorial site at West Branch, Iowa, began in 1935 when the sons of President Hoover acquired the cottage in which he was born and directed its restoration. A few years later, in 1939, local citizens of West Branch formed the Birthplace Society, and through it made the birthplace cottage available to the public. They also began a program of land acquisition in the vicinity of the cottage.

The Herbert Hoover Birthplace Foundation, Inc., was created as an Iowa corporation in 1954 to preserve Hoover's birthplace, promote the principles for which he stood, and preserve certain of his memorabilia for educational and scientific purposes. The Foundation cooperated with the Birthplace Society, particularly in the matter of constructing a replica of the blacksmith shop operated by Hoover's father. In the late 1950's, the two organizations merged as the Herbert Hoover Birthplace Foundation, Inc.

The Birthplace Foundation, with help from related institutions, then financed the construction of a Herbert Hoover library-museum on the West Branch site. On December 5, 1960, while the building was still under construction, the Foundation offered land and buildings to the United States for the purpose or creating a Presidential archival depository under the terms of the Federal Property and Administrative Services Act of 1949, as amended. On the same day, former President Hoover offered to the United States, under provisions of the same act, all of the collected papers of his public service career and other historical materials, except for the "war and peace" documents he had given to the Hoover Institution at Stanford University.

The Herbert Hoover Library at West Branch was dedicated August 10, 1962, but it was not until two years later, August 10, 1964, that the grounds and buildings were deeded to the United States Government by the Herbert Hoover Birthplace Foundation. Included in the deed were 28 acres of real property, the library-museum, the birthplace cottage, the blacksmith shop, and certain maintenance buildings. The Birthplace Foundation has received an annual appropriation from the Iowa legislature—once as much as $12,000, but currently set at $3,000—for landscaping, road repair, and other external projects.

At the present time, the president of the Herbert Hoover Birthplace Foundation is Robert Goodwin, 206 Central National Building, Des Moines, Iowa 50309. Leading members of the Foundation in West Branch who have worked for years on the birthplace and the development of the historic site are William Anderson and Floyd Fawcett.

THE FRANKLIN D. ROOSEVELT LIBRARY

A dramatic increase in the number of incoming letters to the White House during the New Deal era—from approximately 400 a day during the Hoover years to approximately 4,000 a day—impelled President Franklin D. Roosevelt to look for new ways of caring for his papers once he should have left office.

To plan a method of keeping in one depository the White House Files, his earlier papers, and numerous collections of books and museum objects, President Roosevelt sought the advice of prominent historians and public figures, among them Charles A. Beard, Samuel Eliot Morison, Julian P. Boyd, William E. Dodd, and Felix Frankfurter. At a press conference on December 10, 1938, with some of his advisors present, the President announced his plan for a seperate institution for preserving his papers and historical materials and those of his associates, if they should care to have them included. He proposed that the building should be financed by popular subscription on land donated from the Roosevelt estate at Hyde Park and then be turned over to the Archivist of the United States to be administered at Government expense.

Even before legislation to this end was introduced in Congress, an executive committee from the group of advisors met at the National Archieves on December 17, 1938. After electing Waldo G. Leland, a Director of the American Council of Learned Societies as chairman, and the Archivist of the United States, R. D. W. Connor, as Vice-Chairman and Recorder, the meeting adjourned to the White House. With President Roosevelt's approval, they decided that the name of the establishment proposed for the papers and materials would be the Franklin D. Roosevelt Library. A few days later, on December 22, 1938, a certificate of incorporation of the Franklin D. Roosevelt Library, Inc., was filed under the laws of the State of New York. The charter authorized it to erect and equip a buildings at Hyde Park, New York or elsewhere for housing and preserving papers and other materials of Franklin D. Roosevelt and any other acceptable historical materials: the building to be constructed either for the corporation or for the United States. Named as trustees were Randolph G. Adams, Waldo G. Leland, Samuel Eliot Morison, Basil O'Connor, and Frank S. Walker.

Frank C. Walter headed the campaign of the Franklin D. Roosevelt Library, Inc. for subscriptions to the building fund. More than 28,000 persons contributed. Even before Congress acted on legislation authorizing the acceptance of the Library and its operation by the National Archives, the Franklin D. Roosevelt Library, Inc., had construction begun at Hyde Park in May, 1939.

The joint resolution of Congress "to provide for the establishment and maintenance of the Franklin D. Roosevelt Library" was approved by President Roosevelt on July 18, 1939 in substantially the form he had proposed. A few days later, on July 24, Franklin D. and Anna Eleanor Roosevelt deeded approximately 16 acres of land at Hyde Park to the United States, and President Roosevelt himself wielded the shovel in ground breaking ceremonies. The build-

BEST COPY AVAILABLE

ing design was FDR's own, for which pencil sketches may be found among his papers. The cornerstone was laid on November 19, and on July 4, 1940 of the following summer, the Government accepted the completed building. A year later, on June 30, 1941, the museum portion was opened to the public. The library was opened for research use by the public May 1, 1946.

THE HARRY S TRUMAN LIBRARY

Following the precedent set by President Roosevelt, friends of President Harry S Truman began to plan a library for his papers while he was still in the White House. This was even before Congress had passed legislation to broaden the terms of the 1939 joint resolution that had provided for the establishment of the Franklin D. Roosevelt Library.

The Harry S Truman Library, Inc., was chartered under the laws of the State of Missouri July 14, 1950, with Ernest M. Tipton as President, and seven other trustees. The stated purpose of the non-profit corporation was to erect and equip a building or buildings in Jackson County, Missouri or elsewhere, either for the corporation or for the United States, for housing and preserving such papers and other historical materials as President Harry S Truman should give or bequeath to the organization or to the United States, and such other acceptable historical materials as any other person, firm or corporation might give or bequeath. To this end, the charter authorized the corporation to solicit and raise money and accept gifts, acquire land, borrow money, and exercise other powers conducive to attaining its goals. The number of trustees was to be not less than eight, and not more than 65. The first meeting of the trustees was held on September 16, 1950, at Kansas City, Missouri.

Even before the official drive for donations to the Library had begun, a total of $18,850 had been given, according to the report of the treasurer, George E. Allen to the trustees on May 5, 1951. At the meeting the total quota for all the States was set at $1,085,000, an additional 17 persons were named trustees, and a tentative study of plans for the building was considered.

Before President Truman left the White House, he informed the Administrator of General Services, Jess Larson, in a letter dated January 17, 1953, that he proposed to offer his personal papers for deposit in the national archival system pursuant to the provisions of section 507(e) of the Federal Records Act of 1950 or under future legislation in the event that the proposed Library was accepted by the Government. On the same day, the Administrator wrote the President that pending the construction of the Library, and while the papers were under the President's personal charge at a Kansas City depository, he would assign archivists to assist in arranging and classifying them.

While the Harry S Truman Library, Inc., was endeavoring to raise funds for the construction of a Truman Library, Congress passed legislation to provide for the acceptance and maintenance of libraries of other Presidents under the same general terms as it had adopted for the Franklin D. Roosevelt Library. President Eisenhower approved the legislation on August 12, 1955, as an amendment to the Federal Property and Administrative Services Act of 1949 (65 Stat. 695). It has provided the statutory basis for all subsequent Presidential Libraries.

The Harry S Truman Library, Inc., organized its fund drive by States, with a committee in each. The success of the State drives varied. After the first year, six States had exceeded their quotas, but only four additional had raised more than half. In many States the organization never got off the ground. Success depended on having very active leadership, but even in the more active States a great deal of the impetus for the campaign came from the executive director, David D. Lloyd. He participated in every phase of it, requesting people to assist, organizing and attending every event, following up on pledges, explaining the purpose of the Library in its professional and academic aspects, and testifying in support of the necessary legislation before Congressional committees. Other methods provided for use by local leaders included a 15-minute movie showing Mr. Truman walking around the Library in its construction stage and making comments on it. An interview with Drew Pearson was also filmed for use in some areas.

Basil O'Connor, as national head of the drive, travelled extensively, consulting with local leaders, and speaking. The former President himself provided a vital element, speaking at more than 16 luncheons, dinners, or receptions. A great part of the donations resulted from his enthusiasm and from the devotion to him felt by thousands of contributors. Support was sought from foundations, but was not obtained.

The two largest sources of funds were contributions received either before or after the dinner and luncheons and contributions from labor unions. The campaign ran over a number of years, from 1950 to 1957. Up to the end of the Truman Administration $70,000 had been contributed; by the end of 1953, $620,000; and by the time the building was completed in September 1957, $1,836,000. The cost of the fund raising, including salaries, travel, and other expenses, was about 8%.

The city of Independence donated 13½ acres of land for the Library, having an estimated value of more than $400,000. The Missouri Highway Department improved the State highway at the point where it passed the Library site, building exit and entrance roads and an underpass at a cost approaching $500,000, in order to make the Library grounds easily accessible.

On February 11, 1957, Basil O'Connor, as President of the Board of Trustees of the Harry S. Truman Library, Inc., offered the Harry S. Truman Library as a gift to the United States for the purpose of creating a Presidential archival depository under the terms of the Federal Property and Administrative Services Act of 1949 as amended. His letter to the Administrator of General Services, Franklin S. Floate, stated that the actual cash outlays by the Corporation for the structure and grounds exceeded $1½ million, but he added that the actual value was much greater as many services and materials were contributed.

The day after Basil O'Connor offered the completed Library to the United States, former President Truman wrote to the Administrator of General Services offering his papers and other historical materials to the United States for preservation in the Harry S. Truman Library. The Harry S. Truman Library, Inc., conveyed the land and building at Independence, Missouri, to the United States under a deed dated June 10, 1957. The Harry S. Truman Library was dedicated and accepted as a part of the national archival system on July 6, 1957.

THE DWIGHT D. EISENHOWER LIBRARY

During the closing months of World War II, a group of eminent persons from across the nation organized the Eisenhower Foundation. It was granted a nonprofit corporation charter by the State of Kansas July 23, 1945, with the aim of honoring veterans of America's war. As the Foundation developed, it came to focus more and more on recognizing and memorializing the achievements of General Dwight D. Eisenhower.

The first important work of the Foundation was in regard to the Eisenhower family home in Abilene, Kansas. In 1946, after General Eisenhower's mother died, the Eisenhower brothers deeded the family home in Abilene to the Foundation to be operated and preserved for the benefit of the public. The Foundation undertook the responsibility and in June 1947 opened the home to the public.

General Eisenhower later designated the Foundation as the recipient of his military mementoes and trophies. The Foundation raised funds for a museum to be erected on property adjacent to the family home. General Eisenhower laid the cornerstone of the museum June 6, 1952, on his return from Europe to take part in the Presidential campaign of that year. The museum was dedicated by President Eisenhower on November 11, 1954.

During President Eisenhower's first term, the Eisenhower Foundation announced plans to build a Presidential Library in Abilene with the assurance of the President that he would deposit his papers there. Plans for a State-by-State campaign to raise funds for the Library were laid in 1957. Governor George Docking of Kansas and former Senator Harry Darby of Kansas were co-chairmen, and Benjamin F. Fairless was the chairman of the Board of Directors. The national goal was $3,000,000.

A special Santa Fe train brought business and industrial leaders and others to Abilene on February 26, 1958 for the opening of the drive. The campaign won bipartisan support, with former President Truman giving it his endorsement.

The State of Kansas supported the effort by establishing the Eisenhower Presidential Library Commission, headed by Governor John Anderson, Jr. The Commission assumed responsibility for acquiring and landscaping a site. The Kansas State Architect supervised the design and construction of the building. The Kansas Legislature appropriated $275,000.

The total of individual contributions and the Kansas State appropriation amounted to approximately $3,000,000. Ground was broken on October 13, 1959, but actual construction of the Library did not begin until February of 1960. Many firms donated materials. The building was substantially complete by September 1961. The cost, including landscaping, was approximately $2,055,000.

The Dwight D. Eisenhower Library was dedicated on May 1, 1962, with General Eisenhower taking part in the ceremony. One part of the ceremony was the formal acceptance of the Library by the Administrator of General Services, whereby it became a part of the national archival system. General Eisenhower's papers, which he had offered to the Administrator of General Services in 1960, were transferred to the Library in increments. The first installment was sent in 1961; the last installment after his death in 1969.

In 1966, the Eisenhower Foundation deeded to the United States both the Eisenhower Museum and the Eisenhower Family Home to be administered by the General Services Administration. Together with the Dwight D. Eisenhower Library, they form the Eisenhower Center at Abilene.

Information on the continuing activities of the Eisenhower Foundation may be obtained from John Lehman, the general counsel, and C. A. Scupin, the secretary-treasurer, both of Abilene, Kansas 67410.

THE JOHN FITZGERALD KENNEDY LIBRARY

President Kennedy, eight months after he was inaugurated, on September 20, 1961, wrote to the Archivist of the United States asking him to consult with members of the White House staff and a representative of Harvard University concerning the establishment in Cambridge, Massachusetts of a Presidential Library. By the time of his death he had personally looked over and given preliminary approval to a possible site for the building.

Following his death, the John Fitzgerald Kennedy Library, Inc. was organized under the laws of Massachusetts, December 5, 1963, with Robert F. Kennedy as President. It was chartered to construct and equip a building or buildings in Massachusetts to house and preserve the papers and historical materials of John F. Kennedy and his associates, and to transfer title of these to the United States as elements of a Presidential archival depository. The charter also authorized the corporation to maintain the John F. Kennedy Library until such time as the United States should do so and thereafter to cooperate with and assist the United States in the project; to conduct study or research in historical materials deposited in the Library; to cooperate with the United States and any university or institution of higher learning or qualified individuals in their use of the Library for study or research; and to make contributions to the Library, to nonprofit foundations organized for charitable and educational purposes, or to a governmental unit.

The John F. Kennedy Library, Inc., raised funds for the construction of the John F. Kennedy Library by public subscription. The Commonwealth of Massachusetts donated ten acres of land for the Library in Cambridge, Massachusetts, on a site adjacent to Harvard University and occupied by the Massachusetts Bay Transportation Authority. The John F. Kennedy Library, Inc., through its President, Robert F. Kennedy, in a letter to the Administrator of General Services May 31, 1966, offered to assume responsibility for constructing the Library as soon as the land was conveyed to the United States. More than three years later, because the MBTA had not been able to find another location for its operations, no permanent building had been constructed, or even begun, for the John F. Kennedy Library. Pending the construction of the permanent building, the Kennedy Library was temporarily established on October 1, 1969 in the Federal Records Center, 380 Trapelo Road, Waltham, Massachusetts 02154, and a public statement announced the opening of the first portions of the presidential papers for research use. Staff members working on oral history and audiovisual materials remained in the National Archives Building, Washington, D.C.

Under its charter the John Fitzgerald Kennedy Library, Inc., also supports an educational activity known as the Institute of Politics. This is associated with the John F. Kennedy School of Government of Harvard University. It is not officially connected with the John F. Kennedy Library. The present President of the John Fitzgerald Kennedy Library, Inc. is Stephen E. Smith, 200 Park Avenue, Room 3021, New York, New York 10017.

THE LYNDON BAINES JOHNSON LIBRARY

President Lyndon B. Johnson, in a letter dated August 13, 1965, offered as a gift to the United States for the purpose of ultimate deposit in the Lyndon Baines Johnson Library his Presidential and other papers, documents and historical materials belonging to him or in his possession that related to his life and work. This offer was accepted by the Administrator of General Services on August 17, 1965.

By joint resolution, approved September 6, 1965 (79 Stat. 648), the Congress authorized the Administrator to enter into an agreement with the University of Texas to use as the Lyndon Baines Johnson archival depository land, buildings and equipment of the University to be made available by it without transfer of title to the United States, and to maintain, operate and project the depository as a part of the national archival system. The University of Texas and the Administrator entered into an agreement implementing this authority on October 8, 1965.

Plans for the structure, designed by Skidmore, Owings and Merrill of New York, were presented in December, 1966. Construction of the building began on the main campus of the University of Texas at Austin the following year.

At the end of President Johnson's term of office, January 20, 1969, the Johnson Library began functioning in several locations in Austin, Texas, pending completion of the permanent building by the University of Texas.

The permanent building was dedicated May 22, 1971. The first Presidential library to be built on a university campus, the Johnson Library sits on a knoll at the end of a campus mall. An 8-level, 85-foot high building, it contains approximately 150,000 square feet of floor space. The University of Texas reported that the construction cost of the building, together with that for the Lyndon Baines Johnson School of Public Affairs, amounted to approximately $18,000,000.

Due to the fact that the University of Texas, Austin, provided the 14-acre site and constructed the building, no private foundation or association was formed at that time to solicit private contributions for the building. Because of Texas State policy, no admission fee is charged. The University of Texas retained title to the building but dedicated it to the United States in perpetuity.

The transfer of President Johnson's personal papers to the United States was completed under the terms of his will in 1973.